

Social competences
and Fundamental Rights
for preventing bullying



safer

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teachers' manual



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TABLE OF CONTENTS

Introduction

PART I

1. A metamorphic vision of bullying and cyberbullying: what is new in the changing phenomenon (done by Villa Montesca)
2. Definition of bullying, cyberbullying and the bullying chain
3. Common myths about bullying and cyberbullying vs fact data

PART II

4. Why a Whole School approach with a focus on the role of Parents and the Community: from a Whole School Approach to a Whole School and Community Approach
5. What is the SAFER WSCA Antibullying Framework based on the acquisition of social and civic competences and on the knowledge, promotion and ownership of common positive values and fundamental rights, not only at the level of students and schools but also at the level of community
6. Key actions for the implementation of the SAFER WSCA
7. Tools and other didactic components of the WSCA framework
8. The SAFER strategies for bullying prevention and intervention inside and outside the school

PART III - LESSONS PLAN & LEARNING EXPERIENCES

PEDAGOGICAL TOPIC : Bullying seen from the students' eyes....

General description about the Topic

Learning experience 1: Bullying is ...

Learning experience 2: Is It Bullying or not?

Learning experience 3: The effects of bullying

Learning experience 4: Defining bullying...

Learning experience 5: Correct use of the media against Cyberbullying

PEDAGOGICAL TOPIC: Identity in the community

General description about the Topic

Learning experience 6: What's a community and how it can help in bullying prevention

Learning experience 7: Safe and Unsafe Places in Our Community

Learning experience 8: Interviewing parents and community members about bullying

PEDAGOGICAL TOPIC: Social and civic competencies in bullying prevention

General description about the Topic

Learning experience 9: Be the hero for reducing bullying to zero!

Learning experience 10: Different but the same

Learning experience 11: Respecting difference makes the difference

PEDAGOGICAL TOPIC: Teaching rights and values

General description about the Topic

Learning experience 12: Lets meet our rights!

Learning experience 13: Human rights against bullying

Learning experience 14: Rights and Responsibilities

Learning experience 15: Do you know our Values?

Learning experience 16: Promoting Respect and Diversity

Learning experience 17: The Values of Social Justice-Fairness/Empathy-Agency/Self-esteem-Care

Learning experience 18: The United Nations Convention on the Rights of the Child

PEDAGOGICAL TOPIC: How to teach students to communicate and solve conflicts

General description about the topic

Learning experience 19: Healthy groups and relationships

Learning experience 20: Bullying feelings: how to solve conflicts

Learning experience 21: When Relationships Go Wrong

PEDAGOGICAL TOPIC: Empathy - Management of Emotions as Soft skill / relationship with Life

Skills

General description about the topic

Learning experience 22: A Journey into the world of emotions

Learning experience 23: I feel- I understand-I coexist

Learning experience 24: Antibullying strategies and interpersonal skills to respond to bullying

Learning experience 25: Like skills for managing Bullying

PEDAGOGICAL TOPIC: HOW TO SPEAK AND PROVOKING DISCUSSION ABOUT BULLYING

General description about the topic

Learning experience 26: Bullying and communication

Learning experience 27: Taking stock of myself

Learning experience 28: A bully-free school

References

Introduction

This Manual for teachers and school staff is produced within the SAFER project that promotes a strategy for preventing bullying that involves students, teachers and the schools but also parents and the community that surrounds each school environment.

The approach of the SAFER project is called Antibullying Whole School and Community approach (WSCA) and it's based on the design of a framework focused on social and civic competences, common positive and democratic values and fundamental rights

Indeed, researches and experiences suggest that comprehensive action involving teachers and other school staff, students, parents, and community members are likely to be more effective than purely classroom-based approaches.

This Manual and training program is part of the SAFER Anti-Bullying WSCA framework and it is designed to enable teachers to prevent and respond to bullying, but the SAFER program foresees a series of manuals/handbooks targeting all the three key audiences: of course this Manual is addressed to teachers with the aim of reinforcing teaching practices and attitudes that promote a safe learning environment for all students; then there is an Handbook for the students in order to improve their Knowledge about bullying and to foster their resiliency and self-efficacy, helping them to prevent and tackle bullying behaviours; finally a guide for parents and members of the community is designed to train them to help prevent and respond to bullying by instructing in basic knowledge, listening skills and response procedures.

These three groups can create a critical mass in schools that can bring about transformative, lasting change.

Bullying in and around schools is a worldwide problem with serious implications for the educational attainment, health and well-being of all children. The physical, verbal and psychological abuse suffered by both girls and boys drives children out of school and can leave long-lasting scars invisible to the eye. Addressing bullying requires a holistic, multifaceted approach with specific attention to civic competences, common positive and democratic values and human rights.

For you, as teacher, tackling the escalating rise in 'bullying' as currently defined within educational systems is certainly a worthy goal. Constructed of three main sections with plenty of hands-on activities, cartoon and chart illustrations, this Manual is at the same time informative and formative. It's possible to choose the learning experiences that are more linked with the needs of each class and combine the exercises in order to foster social and civic competences, but also fundamental values and human rights. It provides a series of highly practical lesson plans and exercises (that we have called "Learning experiences") which teachers can implement by themselves.

The Manual can help the teachers in creating a bullying-free school environment—one that fosters positive learning experiences; promotes acceptance, tolerance and respect; encourages behaviors that support a nurturing and supportive school culture.

Because school plays an important role in children’s everyday life and in their cognitive development, mental and emotional health, it is unquestionably key to help students in addressing the challenging and complex issues of bullying . This Manual can support the teachers to understand children’s lived experiences and prevent bullying by dealing with the fundamental issues which contribute to it and by knowing the complexity of school bullying from the child’s perspective.

In reading this manual and applying what is being suggested, it will become very clear that there is no simple answer to the problem.

Hence, we would encourage each teacher that this Manual can be anyway seen as a “window of hope”, sure that it can stimulates lot of ideas and inspirations and that it can provide practical guidelines for bullying prevention.

We wish good luck to every professional committed to working for a better and SAFER (like the title of our project) school and community environment for our children!

Maria Rita Bracchini, SAFER project coordinator

Fabrizio Boldrini, Director of the Villa Montesca Foundation

PART I

1. A metamorphic vision of bullying and cyberbullying: what is new in the changing phenomenon

As we know Bullying is a heterogeneous phenomenon that involves millions of people. Now when we are writing students are suffering for these daily situations that provoke effects against the civil and human rights. The difficult side of the effort for preventing and fighting the consequences of this phenomenon is represented by the attitude of the victims and of the perpetrators, to be not always aware to be “bully” or “bullied”; the awareness of the bystanders is again not always proper and vigilant.

How we can prevent a situation, if the victims and the perpetrators could think to be involved in a “joke”. However, the psychosocial consequences of being bullied are significant. It is confirmed by a long list of studies how victims of bullying increased depression, suicidal intentions and desperate loneliness. We know how experiencing this form of peer harassment is often associated with disliking school and absenteeism.

Literature shows how those that during adolescence or childhood experience this form of violence have an increased rate of violence-related behaviors compared to those not involved in bullying.

In addition, victimization is related to significant psychosocial effects throughout adolescence and into young adulthood.

If we know all that, and we know how the school is far to be the protective place we wish, we are impotent, and after the first studies made by the founder of the research in this field, in the sixties, to find a proper and satisfactory measure to reduce the phenomenon.

Indeed, after the development of the social media and their invasion of our daily life, we are facing different, new and more aggressive version of bullying: what we call cyber-bullying.

After sixty years the main studies on bullying continue to refer to the stimulating definition provided by Olweus in 1973. Even though this first definition has been really fundamental for research, most of the study are still re-referring to it but it was created long time ago. The recent empirical and theoretical evidence shows that something is changed and is continually changing. This Handbook is based on the Whole School and Community approach and the intention of the authors is not to propose an alternative and new definition of bullying, also because the new definitions tend to become old, not long time after their appearance. The idea is to start for the learning social environment, where the bullying is shown and where educators are expected to protect the children. The “learning environment” is not meant to be just “the school” but it is quite wider: it includes the community.

This Handbook emphasizes a dynamic way to face the problem of updating the definition of bullying that is to be meant as evolutionary, and grounded not in a theory but in practices that encompasses ecological and evolutionary contexts.

Every time an educator is called to face an aggressive action led by a group (in a wide meaning of this term, considering the social media context) and behaviors directed to take advantage of an unequal distribution of power and is targeted to harm another individual within the context of a power imbalance, created by the number of aggressors (bullies) or by the social-technological background (cyber-aggressions and cyber-social aggressions), we can say that we are facing bullying and we are called to intervene. But we can do pretty much more. We are in need to create a safe environment where if it is not possible to avoid these forms of aggression, educators can be aware quite soon and provide adequate measures.

Beyond the theoretical and empirical support for each element that since the first definition of bullying are considered (goal-directedness, power imbalance, and harm), this handbook underlines how these forms are, as we can say, anthropological metamorphic. But, all in all, are more or less the same, producing the same effects. As we can say "an old problem with no simple solutions". This suggests that actions addressed to prevent and fight bullying should be based on the verification and assessment of these elements.

In order to have an effective action, the School cannot be left alone. It has to cooperate with all the Community institutions, where children and adolescents spend their life and where they learn in informal and non-formal ways.

We can define three steps:

A) Knowing better the phenomenon and creating awareness

Studies about the perception of the teachers (Sheri Bauman & Cindy Hurley (2005) Teachers' Attitudes and Beliefs About Bullying, *Journal of School Violence*, 4:3, 49-) show how a majority of the teachers feel that students felt unsafe at least sometimes and are not sure about being able to well define the climate in their school. According to this study, sixty percent of victims report that school personnel respond poorly to bullying and that school personnel do relatively little to intervene in the bullying cycle at school.

We need to create tools for better understanding, both the phenomena and the measure to be taken. It seems, at least in the literature considered, that the first action is to be sure that all the students and educators are able to recognize and evaluate the bullying situations. An explicative study found that Greek students were more likely to report bullying to their parents than to their teachers and that the majority of students believed that their teachers are largely unaware that students are being bullied (Houndoumadi and Pateraki (2001)). It is important that the school educators and the educators in the Community do not over-estimate the impact of their support in bullying intervention.

Unfortunately, the more frequent situations show that the educators are not aware or informed when bullying is acted. This is because the students do not inform the adults, and in general they are ashamed to be victim.

The reasons for remaining silent are various, but bullying often generates a scary and confusing mindset. To accept to be victim and show weakness, is not easy and the offenses leave most kids unsure of how to handle the situation. According to a study in USA the majority keep bullying incidents to themselves and do not report the incidents (U.S. Department of Education. Student reports of bullying: Results from the 2017 School Crime Supplement to the National Crime Victimization Survey).

We know how Bullying concerns power and control; for this reason, being a victim causes a negative feeling to be powerless or weak and this implies intense shame and embarrassment. We are also aware that students are victims of bullying because they are sensitive about something, or have a specific social status or physical attribute. That can make them to feel too embarrassed to reveal it to an adult or a peer.

B) The “Bullying environment”

Bullying does not stop after school, it continues in sport, cultural and religious institutions where children and adolescents go after school. Furthermore, the social media can extend the effect in an undetermined environment and the bullying effects can follow the victims everywhere.

Indeed, for this reason, the presence of all the educators should be continuous, but that is simple no possible if they are not well informed about the phenomenon. For what we have already presented, let's say, they don't know what is happening.

Especially in different situation related to the life in Community, the students not in school but out of it feel like they need to accept bullying in order to reinforce their belonging to a group. It is frequent to succumb to peer pressure and accept bullying as a way to maintain their affiliation to a group. Students victimized tend to show acceptance from the those who are bullying them, with the aim to go on being considered part of the group. It is frequent that they may accepted friendship by those are not really friend, and that is more frequent when the person bullying them has a higher social standing they believe can be included in.

Does a Bullying environment exist? Is it the school? It is true that School time and School as a place are the favorite environment for creating situations of bullying. However, is not just School the “ideal” place for bullying. Deliberate hurtful behaviors, repeated, and difficulty for the victim to defend him/herself or to defend the others for an imbalance of power can be verified in any situation where the relationships among a group can be created, in real or virtual situations.

When the relationships assume the form of continuous social exchanges, there bullying can appear.

With this term we intend to add a new factor that can characterize bullying: the common membership to a real or virtual group.

This means that when the kids are in a reciprocal relationship, share the same environment, are part of the same “club”. Without this form of membership or a similar condition, we can have other form of violence based on a very big list of sentiments, but maybe not bullying.

We can affirm that this element is quite theoretical and that this condition is not very relevant. We can be quite sure that sharing a sense of belonging is not indifferent, because can create the conditions for difficult and problematic reactions by the part of the victims. Shame, the idea that the perpetrators are all in all “friends”; the idea that often the bystanders show that they are not witness to a very improper and condemnable act of violence, is reinforced by the feeling that the actors of the bullying scene are part of the same company.

This sentiments can be assumed also in the social media. In this virtual context, we can affirm that the analytical construct is based on transactions that take place *between* people, both verbal exchange, or nonverbal cues. We know that students cannot be out the social media because the engagement is also necessary to keep relationships. To be out or in a group on WhatsApp makes the difference for the kid to be or not socially excluded or included.

We can say that when we have social transactions, we are at risk of bullying and no places (real or virtual) are necessarily safe. In this contest the educator play an essential role in offer help, to the person and creating the avoiding that bullying goes unreported. However, when we are in the condition to have reports, the bullying has occurred. We can avoid worst consequences, but the situation is already difficult.

How can we really react in order to have a proper strategy? It is evident, if we accept these remarks, that any measure addressed to fight bullying shows the limit of intervening when the fact has happened, and it is maybe too late to help the victim. Severe laws against bullying can be considered as necessary acts, but they are not a very good strategy for preventing the phenomenon. We know that victims, bystanders and bullies share the same environment, they know or are convinced to know that they are members of the same “club”. In many cases, they are not very aware of the seriousness of their acts.

In order to fight and to prevent the situations of bullying we have to provide an effective, long-term, educative strategy. If we are aware that is “the club” the place where the bulling is shown, the solution is to create a safe club.

The educative strategy calls us to create a safer environment, acting on the based of the meaning of education. To satisfy this strategy the educators can do something for preventing any imbalance of power in the bully/victim relationship is important because it distinguishes *bullying* from other acts of violence or aggression.

This strategy implies that we consider the Community as a part of the safe social environment where the kids are free to express their personality. In this social framework acts of violence or

behavior intended to harm, physically or emotionally, kids are less easier to show and are probably easier to be reduced.

C) The sense of the Community

At this point of the discussion we are in need to define the meaning and the conceptual borders of the Community. The very complex and detailed nature of the social competences, that are the conceptual basis of any educative actions in the field of fighting and preventing bullying makes its reality uncompleted when just applied to the school setting and pushes us to broaden our vision to further areas, to verify that the kids create their own knowledge in contact with a broader list of actors that are educators (even though) they are not aware to play this role. The learners daily experience, in many informal learning environments made by, travel, non- institutional education, volunteer work, sport. The educators involved in these activities activate a dense network of educative relationships both inside and outside the school areas (physical and not).

The term “Community” refers to a social grouping marked by a profound unity of purpose, a unity that goes beyond the interests of the individual. The community is based on a feeling of common “membership” of the members. It is a way to practice a social action determining the construction of «association». In the Community, focus goes from the structure and function of the association to the meaning attributed to it by its members, freeing it from the constraints represented by physical or geographical proximity. The educating community is broader than its territorial terms, but it allows to recognize the inter-subjective relevance of common values through which it gains a cognitive, moral, and ethical dimensions.

The idea of community as a school and a school as part of the community, already mentioned by Dewey takes the form of social life, being a system open to the extra-school contribution beyond the school walls. In order to valorize and bring together different educational experiences, it needs to involve in any educative strategy various stakeholders– parents, associations, unions, public bodies – in order to share the responsibility in the development of educative goals.

An educating community is possible only if based on the recognition of real relationships with a focus on where clear and mutual responsibility shared by all the educators (formal and no formal). If an anti-bullying educative strategy can be effective, it needs to be adopted by all the educating community putting in transparence the common mission of promoting a safe and free learning environment.

The Educating community has the role to develop social capital with the community «being» ensuring that they give care of the future of the kids, by mutual trust and loyalty is able to achieve much more than a group that does not have these qualities.

2. Definition of bullying, cyberbullying and the bullying chain

The main question is “it is possible to define what is bullying?”.

The traditional definition comes from Dan Olweus, creator of the Olweus Bullying Prevention Program: “A person is bullied when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more other persons, and he or she has difficulty defending himself or herself.”

This definition includes three important components:

- Bullying is aggressive behavior that involves unwanted, negative actions.
- Bullying involves a pattern of behavior repeated over time.
- Bullying involves an imbalance of power or strength.

In relation to this definition the “Olweus Bullying Circle” is the following:

A. Students Who Bully.

These students want to bully, start the bullying, and play a leader role.

B. Followers or Henchmen

These students are positive toward the bullying and take an active part, but don't usually initiate it and do not play a lead role.

C. Supporters or Passive Bullies

These students actively and openly support the bullying, for example, through laughter or calling attention to the situation, but they don't join in.

D. Passive Supporters or Possible Bullies

These students like the bullying but do not show outward signs of support.

E. Disengaged Onlookers

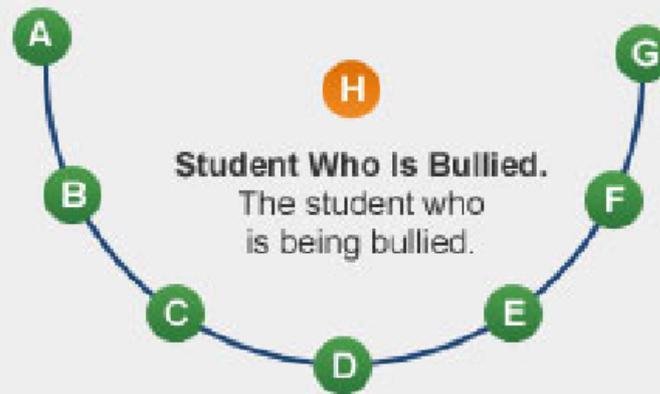
These students do not get involved and do not take a stand, nor do they participate actively in either direction. (They might think or say: "It's none of my business," or "Let's watch and see what happens.")

F. Possible Defenders

These students dislike the bullying and think they should help the student who is being bullied but do nothing.

G. Defenders

They dislike the bullying and help or try to help the student who is being bullied.



We Know that bullying is a repeated aggressive behavior where one person (or group of people) in a position of power deliberately intimidates, abuses, or coerces an individual with the intention to hurt that person physically or emotionally. Acts of bullying can be physical or verbal. Many young people can be unkind to each other during adolescence as they refine social skills and grow into adults. While these interactions are unpleasant, there is a clear line between conflict and bullying. Incidents of bullying must include all 3 of these characteristics:

- 1) Intentional- the behavior was aggressive and a deliberate attempt to hurt another person
- 2) Repeated- these aggressive actions occur repeatedly over time to the same person or group of people
- 3) Power imbalance- the person bullying has more physical or social power than the child or children being bullied.

Bullying almost always takes an emotional toll upon the child being bullied, but the actions that constitute bullying vary. There are four types of bullying, which can occur separately or simultaneously:

- 1) Physical bullying such as kicking or pushing
- 2) Verbal bullying such as name-calling or yelling
- 3) Relational bullying such as excluding or rumor-spreading
- 4) Cyberbullying which involves sending hurtful messages over digital devices like computers and cell phones.

The roles

Three generally recognized roles in bullying are **victim**, **bully**, and **bystander**. However, when we think to bullying cases, it is very common to have complex and articulated situations, not simple to be defined in categories.

Bystanders can create an environment for a bullying situation, he/she can either intervene to stop it.

We suggest to be careful about labeling. We use the terms “victim,” “bully,” and “bystander” to refer to the roles that youth can play, it is important to consider the impact that these labels can have on young people’s identities. While we use the terms victim, bully, and bystander throughout this site for simplicity, we believe it is better to focus on the bullying behaviors, rather than the labels.

Youth at risk

All young people are in danger of being involved in bullying. Depending on the social context, some groups, as statistically demonstrated, as lesbian, gay, bisexual, or transgendered, youth with disabilities, and socially isolated youth—may be more likely to be bullied.

What are the main consequences

The consequences of bullying can be considered for both the bully and the victim. Youth who have suffered bullying tend to show the following situations:

- Depression, anxiety, eating disorders, and thoughts of suicide
- Health issues like headaches, sleep problems, abdominal pain, bed-wetting, and fatigue
- Academic issues including poor attendance, low test scores, and increased dropout rates

Youth who bully:

- Are at greater risk of smoking tobacco and drinking alcohol
- Perform poorly in school and have a poor perception of school environment
- Are more likely to become involved in criminal activity and to experience psychiatric disorders.

As we already said, we have to be cautious with labelling however we present following, some categories of the most frequent bullying situations:

Physical bullying: This older kind of bullying includes a range of aggressive behaviors in which one person aims to cause bodily harm to another person (Hitting, Kicking, Shoving, Tripping, Spitting...)

Verbal bullying: Some people say that “words will never hurt you” but anyone who has been on the receiving end of verbal bullying (Teasing, Threatening, Name calling, Yelling, Harassing..) knows that cruel words and scary threats can, indeed, be very painful.

Relational and emotional bullying: In relational bullying, kids use friendship—and the threat of taking their friendship away—to hurt others. This is the type of bullying most often referred to as “drama.” Because it often happens within the context of a once trusting friendship, drama can be especially confusing and hurtful, with huge emotional consequences. It can be difficult to identify, but it's present everywhere you look. This is a very calculated type of social manipulation (Starting rumors; Excluding, Silent treatment, Gossiping, Sharing secrets told in confidence, Exposing embarrassing aspects of the target's life, Manipulating social situations) that can leave targets feeling isolated and alone. For the most part, this kind of bullying is more present in female social groups than male ones.

Prejudicial Bullying: Any time that someone is bullied because of his or her race, religion, or sexual orientation, this is prejudicial bullying. It's called this because the root of the attack is the bully's preconceived prejudices against the other person or persons. While this might be where it all begins, prejudicial bullying is rarely an isolated event. Usually, it escalates into physical bullying, verbal bullying, or cyberbullying.

Sexual Bullying: There are many different forms that sexual bullying could take. In addition to physically harming someone in a sexual manner, it can also include any verbal or emotional attacks that seek to humiliate or shame sexually. From name-calling and crude remarks to obscene gestures and uninvited exposure or touching, there are myriad actions categorised under this umbrella.

All the presented forms of bullying (with the exception of the physical bullying) can happen on line. This is what we consider as Cyberbullying (bullying with the use of digital technologies and social media). Cyberbullying is particularly severe because never stops and it not just limited to a specific environment (school, sport ect...) but is potentially unlimited with the possibility to spread quickly and widely as cruel and offensive messages can do.

Bullying and cyberbullying are not always alternative situations but often they happen parallelly each other. But cyberbullying (Mocking online, Sending hurtful messages, Posting embarrassing photos, Harassing someone on social media, Making fun or excluding someone in a group chat, Setting up fake news about someone, Sharing personal or private information about someone else causing embarrassment or humiliation....) leaves a permanent digital footprint that can be spread by all the bullies and bystanders without limits.

Considering this definition of cyberbullying as “the use of inappropriate behaviour, strength or influence, whether directly or indirectly, and whether verbal, written, physical or through displays of or use of imagery, symbols or otherwise, to intimidate, torment, threaten, harass or embarrass others, using the Internet or other technology, such as mobile telephones.” David Fagan, Lawyer, BizLegal.eu

Following we present some forms of cyberbullying:

1. Exclusion

Exclusion is the deliberate act of leaving you out.

Exclusion is the deliberate act of leaving someone out.

Exclusion can happen in a number of ways:

- Your child might be excluded from friends' parties or activities.
- Your child's friends are having online conversations and tagging other friends but not them.
- Your child isn't using social networking sites or doesn't have a smartphone and is deliberately excluded from conversations by others because of this.

2. Harassment

Harassment is a sustained, constant and intentional form of bullying comprising abusive or threatening messages sent to your child or to a group.

This is a very dangerous form of cyberbullying. It can have serious implications for your child's wellbeing. The messages are generally unkind or malicious, can impact their self-esteem and confidence, and can make them fearful. The constant messaging means that there is no respite from the cyberbully. The cyberbully makes extreme effort to cause fear and pain.

3. Outing

Outing is a deliberate act to embarrass or publicly humiliate your child or a group through the online posting of sensitive, private or embarrassing information without their consent.

Outing can happen in a variety of ways and the information revealed can be serious or trivial. Even reading out your child's saved messages on their mobile phone can be considered a form of outing. Personal information should not be shared and if someone reveals private information deliberately be sure your child knows to report it as cyberbullying

4. Cyberstalking

This form of cyberbullying can extend to the cyberbully making real threats to your child's physical wellbeing and/or safety. Cyberstalking can also refer to the practice of adults using the Internet to contact and attempt to meet with young people for sexual purposes. It is a very dangerous form of cyberbullying and can have serious consequences if something isn't done immediately to stop it.

5. Fraping

Frapping is when somebody logs into your social networking account and impersonates your child by posting inappropriate content in their name.

Frapping is a very serious offence, which many people believe to be funny and entertaining, but it's not. Impersonating somebody online and ruining their reputation can have serious consequences. Remember Google never forgets so everything rude or otherwise posted online will never be fully gone, even if deleted.

6. Fake Profiles

Fake profiles can be created in order for a person to hide their real identity with the intention of cyberbullying your child.

The cyberbully might also use someone else's email or mobile phone to cyberbully them. This would make it appear as if someone else has sent the threats. The cyberbully is afraid in case their identity is revealed, therefore they choose to use fake accounts. This usually means that the cyberbully is someone that your child knows very well, because if they didn't know them, the perpetrator wouldn't have to hide their identity.

7. Dissing

Dissing is the act of sending or posting cruel information about your child online, to damage their reputation or friendships with others.

It can also include posting material online such as photos, screenshots or videos. The cyberbully wants to put your child down, so draws attention to what they are saying about them to make other people think they're not cool. The cyberbully is usually someone your child knows. This can make it really upsetting.

8. Trickery

Trickery is the act of gaining your child's trust so that they reveal secrets or embarrassing information that the cyberbully then shares publicly online.

The cyberbully will 'befriend' your child and lead them into a false sense of security before breaking their trust and sending their private information to a third party.

9. Trolling

Trolling is the deliberate act of provoking a response through the use of insults or bad language on online forums and social networking sites.

The troll will personally attack your child and put them down. Their main aim is to make them angry enough to act in the same way. Trolls spend their time looking for vulnerable people to put down. Usually they are looking to make themselves feel good by making others feel bad.

10. Catfishing

Catfishing is when another person steals your child's online identity, usually photos, and re-creates social networking profiles for deceptive purposes.

A catfish is someone who wants to hide who they are. They will look at your child's social networking profile and take any information they want to create a fake persona. Sometimes they will only take your child's photos and use fake names and information; at other times they could take their name and personal information. It can be hard to understand why a catfish does this but it is important to know that they are potentially damaging your child's online reputation (from <https://kids.kaspersky.com/10-forms-of-cyberbullying/>)

We have to underline that, while bullying and cyberbullying can happen to any student, it is known that some are more likely than others to be bullied. Vulnerable groups include students with disabilities or special educational needs, lesbian, gay, bisexual, transgender or intersex (LGBTI) students and those perceived to be LGBTI, and students of a culture, race or religion that differs from the main culture, race or religion at the school.

Bullying sometimes involves students commenting on and judging other student's personal attributes and how they are different. These negative comments can relate to:

- appearance and weight
- ability or disability
- gender, sex and sexuality
- culture, race and religion
- socio-economic status.

This type of bullying is linked to prejudices that students learn from their family group and their wider social community about the value of diversity in the community.

All in all, we can say that in order to understand what bullying is, a “binocular” view is needed. With only one lens, the focus is limited to the individual needs of students involved in all roles within bullying: those being aggressive, those being victimized, and those who witness bullying. This singular view, however, falls short in providing a thorough understanding of bullying problems. By adding a second lens, as with binoculars, it can expand the focus to include student’s relationships.

This second perspective takes into account the social dynamics in their peer groups—and the roles that adults (teachers, parents, the community) play in shaping their experiences. Together these two lenses offer a more comprehensive perspective on bullying problems. This deeper understanding of the complexity of the issues will lead to the effectiveness of the innovation of the SAFER methodology and its multiple approaches that are necessarily required to better understand what bullying really is in the different contexts where it happens.

3. Common myths about bullying and cyberbullying vs fact data

Bullying is a name that evokes us personal dramas. That makes us go back into our childhood and adolescence when we were victims or perpetrators, or maybe both.

The difficulties linked to the comprehension of the phenomenon as a whole concern both young people and adults, who have the task of watching over them. Sometimes, if not often, the episodes are minimized, misunderstood and justified because of the lack of clarity of the term and the spread of beliefs or easy commonplaces that lurk in popular opinion.

In a popular novel, the *Daydreamer* (1994), the English author Ian McEwan evokes his memories: “There was a bully in Peter’s class. His name was Barry Tamerlane. He was not always of them all dirty; he did not have an ugly face, and not even shadowy to frighten or scabs over his fingers, and he did not turn armed. It wasn’t that big. But not even of those small, bony and nervous types [...] it was nice soft and round, without being fat; he wore glasses and, on his soft and pink face, the silver of the braces glittered. He often put on a sad and innocent look that some adults liked and that came back comfortable when he had to get out of trouble»

The bullying is a matter of discussions and analysis, in the literature or in tv shows, when not in the private clubs. However, there are circulating myths that indicate how wrong and dangerous are these misunderstandings.

We try here to unveil some of them.

First - Students have to “learn to defend themselves”.

A first widespread belief with potentially dangerous implications is that of those who argue that even the weakest should “learn to defend themselves”. To support this conviction exposes to the

risk of considering acts of prevarication as almost obligatory stoppage of the path of acquisition of a strong character, scope in our society, where competitiveness has assumed more and more a general desirable target. However, it is a conviction that leads to the victim being blamed, which is further downplayed, and not on those who persecute her/him.

Second - It is a sort of mischief.

Minimizing the phenomenon by reducing it to a simple prank, to a trifle. The difference between a prank and a complex dynamic of bullying is clear and clear and is mainly based on the situation of absolute balance between the subjects involved in the first case while the second rests precisely on the disparity of strength and power. Ignoring the real and intricate dimensions of the problem, one only feeds it and, even worse, legitimizes it.

Third - He/she provoked the situation with an inappropriate behavior.

A further myth that shifts the attribution of blame to the victim, is to hold it responsible for having put in place such irritating conduct to legitimize bullying. Translation of this belief is the classic "he asked for it". Characteristic attribution towards the profile of the "victim provocateur".

This position and belief is dangerous because it could target individuals with problems of attention and hyperactivity that, because of this disorder, are very difficult to control their attitude and to comply with the rules of civil coexistence: do not respect their turn to speak, touch the things of others, interrupt the games, etc. It is understandable that such attitudes annoy comrades, but this is not a good reason to justify or legitimize acts of prevarication.

Fourth - A bully is physically strong and comes from underprivileged families

Another cliché concerns the stereotype of the bully, seen in the collective imagination as a physically strong subject and coming from underprivileged families. This is not always true, many times bullies come from "good" families and often do not even need to resort to physical strength to overpower others as they possess particularly developed verbal and relational skills that, if used for offensive purposes, are able to cause equally serious discomfort. Alternatively, they may delegate other (gregarious) persons in the execution of harassment.

Fifth - Bullying can only develop in extremely degraded and marginalized contexts ("In this school there is no bullying").

The phenomenon, contrary to what is generally thought, can find fertile ground in all the environments frequented by young people, regardless of the socio-cultural conditions of the

neighborhoods in which the school is inserted. Precisely this last observation must push all schools, even those who consider themselves extraneous to the problem, to activate training courses aimed at knowledge of the phenomenon and aimed at both school staff and students and parents.

Sixth – Bullying is a school phenomenon.

Unfortunately the phenomenon of bullying can take place in all the contexts of life of children and young people. Think, for example, of situations of bullying during extracurricular activities such as sports or music.

Sometimes, unfortunately, it also happens among the boy scouts or in the oratory.

Obviously, since school is the place where our children spend most of their day, the likelihood of bullying being more widespread is higher than elsewhere.

Seventh – Bullying is a common and normal behavior of childhood and adolescence.

Although aggression is part of the relationship between children and young people and should not always be considered as something negative, it absolutely must not be the prevailing mode. Socialization must always be based on the respect and understanding of others.

Eight – Classes and schools with few students are less susceptible to bullying.

The phenomenon of bullying does not depend on the number of students present at school or in the classes. However, in small contexts, it is certainly easier to control and prevent the phenomenon.

Ninth - Bullying is a phenomenon that ends spontaneously with growth.

While it is true that from a quantitative point of view,, bullying is facing a decrease with increasing age, on the other hand it is shown that, with growth, the forms of oppression acquire increasingly frightening contours (think of bullying in adulthood or forms of antisocial behavior).

Tenth - Being bullied leads you to bring out the character and teaches you to be respected".

It is not true. Being bullied is not a useful experience to develop more self-confidence; on the contrary, bullying generates feelings of despair, sadness and impotence in those who suffer it.

Symbolic value of Myths

For Plato a myth is, in some cases, opposed to the truth, but it can also be a way of approaching it, when we have reached the limits of rational thought. These myths apply either by authority of ancient traditions and miraculous tales, or only by itself, as intuitive and visual representations of what actually transcends the power of the mortal eye. Hence the symbolic value of myth, which connects with its aesthetic value. In contemporary philosophy we have returned to speak of myth, or considering it as a form of aesthetic intuition felt as true and real, therefore acting in a political or religious sense on the practical beliefs of men (B. Croce), or reconnecting it, as a symbolic activity, to the other symbolic forms of expression (E. Cassirer).

Belief

Attitude of the subject who recognizes a proposition as true: it is distinguished both from doubt, which suspends judgment, and from certainty, which refers to the objective validity of a notion. In ancient philosophy the notion of belief is linked to sensitive knowledge and therefore falls within the sphere of opinion, which is opposed by science, which is knowledge of eternal truths. Belief as a state of mind has been extensively themed by modern philosophy. In Locke's distinction between certain knowledge and probable knowledge, the belief is the highest degree of agreement that can be obtained under probability based on available evidence.

PART II

4. Why a Whole School approach with a focus on the role of Parents and the Community: from a Whole School Approach to a Whole School and Community Approach

As bullying is seen increasingly as an ecological and multifaceted problem that requires a multifaceted solution, addressing bullying behaviours is just one side of the coin.

The other side is fostering a safe and caring school climate through which prosocial behaviours are promoted and students are offered opportunities to build their social competence e to foster positive values.

In the literature, the whole-school approach is predicated on the assumption that bullying is a systemic problem, and, by implication, an intervention must be directed at the entire school context rather than just at individual bullies and victims.

During the past two decades, there have been considerable international efforts to implement whole-school interventions to prevent or reduce bullying behaviors. Whole-school bullying programs have been implemented and studied in countries such as Norway (Olweus, 1991), the UK (Smith, 1997; Tattum, 1997), Italy (Gini, 2004), and Finland (Salmivalli, Ka" rna" , & Poskiparta, 2010).

The SAFER methodology takes into full account the fact that bullying is not just a school problem: it requires community support and solutions. Every school exists within a wider community and developing school-community partnerships to prevent and reduce bullying is important because the community (that becomes educating community) embeds the key educative actors that play a role in the psycho-physical development of youngsters. Messages about bullying prevention are improved and more impactful when it comes from a diverse group people who children and youth respect. Involving the community helps to ensure that youth get consistent messages everywhere they live, learn, play.

It has to be underlined that every community is unique and, therefore, engaging the community to actively address bullying involves examining the resources within the community that could assist schools in supporting the effort. For this reason, the SAFER project promotes an Antibullying Whole School and Community Approach -WSCA- framework that has, as standpoints, the promotion of social and civic competences and the nurturing of common positive and democratic values and fundamental rights. The WSCA is not only schools-specific (any school can use the framework to design its own system of prevention/intervention tailored on the real needs) but also creative and community-specific (it's a process that takes into fully account the analyzed situation of each community). Of course these two pillars are based on the needs of the students.

It aims to address bullying, recognizing that the school alone cannot meet all the needs of what is a complex population of young people. Even if bullying happens mainly at school, any of the most salient drivers of bullying may be beyond schools' direct control, related to parental attitudes, the community where our children live and the broader societal issues.

Primarily the WSCA Framework is about building resilience and ensuring antibullying preventive actions. However, there is also a need to recognise the signs and address bullying when it arises and to ensure effective support when a student experiences severe distress.

With the school as the hub and centre of community life there is much strong work upon which to build the whole-school and community approach, that focuses on prevention and early intervention when required, following the aspects described below:

	INDIVIDUAL	INTERPERSONAL	SAFER WSCA
Assumptions	People have control over their behaviour and will change behaviour with the right information	Individual health behaviours are influenced by <ul style="list-style-type: none"> • relationships • social interaction • social norms 	Individual behaviours are influenced by the social and physical environment. There are different layers of interaction within a group that require different strategies to change
View of bullying	Bullying as an individual action	Bullying as an interaction between two people that also involves bystanders	Bullying is a systemic process that involves those who bully, those who are bullied, teachers and the school, home and wider societal environment
Approach to addressing bullying	Educates "about" bullying by providing information about harmful effects and intervening in behaviour incidents	Educates "for" health and wellbeing by developing individuals' skills in addressing interactions	Develops the skills of groups through multifaceted approaches to address different layers within the school. Seeks student and community support and involvement

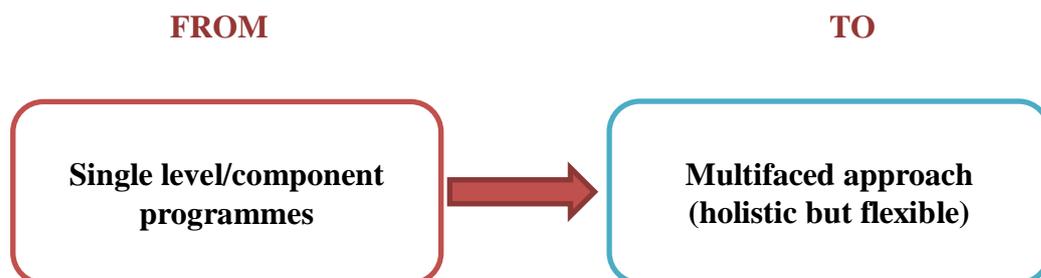
5. What is the SAFER WSCA Antibullying Framework based on the acquisition of social and civic competences and on the knowledge, promotion and ownership of common positive values and fundamental rights, not only at the level of students and schools but also at the level of community

The review of the more common school-based bullying programmes conclude that single-level programmes are unlikely to be effective due to the systemic and complex nature of bullying (Smith et al., 2004; Vreeman and Carroll, 2007).

Anti-bullying initiatives have the best chance of success when they are grounded within a wider framework.

In the SAFER WSCA framework, the home, school, and community are referred to as “overlapping spheres,” which influence both children and the conditions and relationships in the three contexts. The internal sphere refers to the interactions and patterns of influence that occur between individuals at home, at school, and in the community (Epstein et al., 2002). Conversely, the external sphere is comprised of the external contexts in which the students live (e.g., home, school, and community).

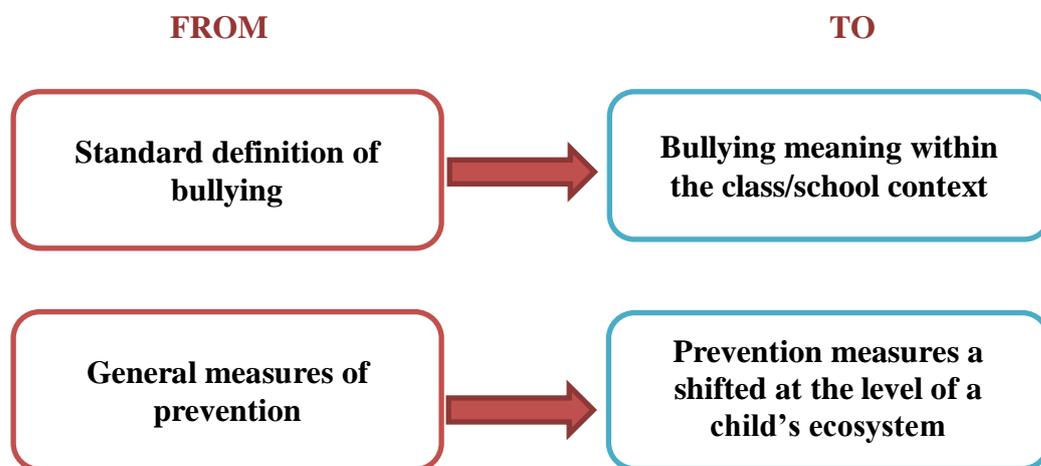
So the SAFER WSCA Antibullying Framework allow the shift:



We have already underlined that bullying has not a unidirectional definition: it interacts with other variables such as the school context (composition of the school/class population and the size and differences within minority and majority groups, influence bullying behavior); bullying also depends upon the classroom climate, peer group dynamics, teacher-student relationships, and home-school links (e.g., Espelage and De La Rue 2012; Swearer and Doll 2001). Finally the peer social fabric includes complex power dynamics involving popularity, rejection, discrimination, social scripts, crowds, cliques, teams, clubs, inclusion, exclusion, and more.

A more accurate understanding of what is actually happening requires an examination of other factors involved such as the school context including the social, cultural, political, linguistic and

religious contexts, more specific group membership, and estimates of bullying prevalence in general. The SAFER WSCA Antibullying Framework take into account the following innovative aspects:



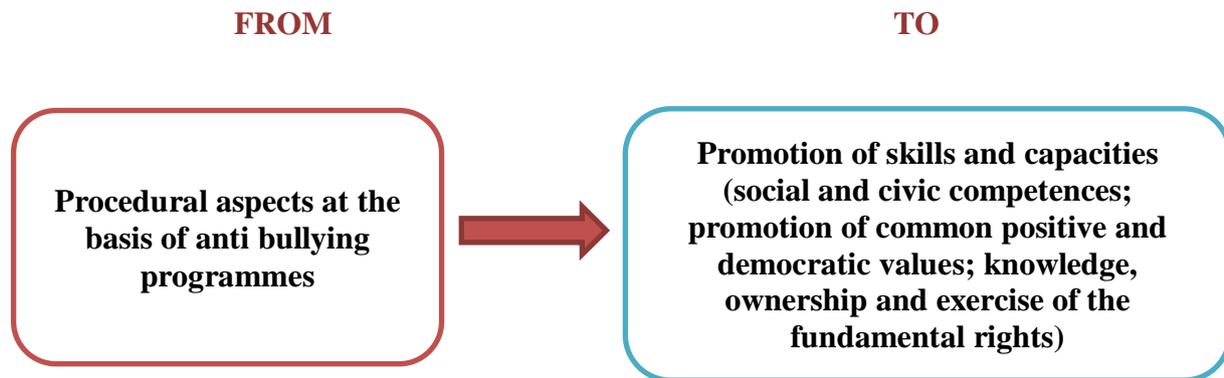
This means not simply scaling a one-size-fits-all to different ages, but tailoring the programme to the salient personal and social issues that arise during sensitive developmental phases, and basing pedagogy on cognitive, social, and moral development accordingly. This also means that the programme can be implemented differently at different ages (flexibility) in order to adapt different but relevant means to the same ends.

Because a differentiated focus is needed, the SAFER program is thus conceived as a framework with tools and other didactic components, that can be continually enacted and refined in the everyday, lived experience of school life. This has also an impact in relation to the need for a much stronger focus on student participation in the design of the anti-bullying approach.

Furthermore, most of the anti-bullying strategies have an emphasis on procedural aspects (Veugelers, et al, 2017), rather than the promotion of skills and capacities that support psychological growth, interpersonal relationships, and a positive school climate. The SAFER WSCA method is based on the acquisition of social and civic competences, on the promotion of common positive and democratic values and on the knowledge, ownership and exercise of the fundamental rights. The 2030 Agenda for Sustainable Development, at the Goal 4 on education, reaffirms that human rights education is key to quality education and underlines (Goal 4.7) that all learners should acquire human rights knowledge and skills.

The SAFER programme ensures that the context and the way learning is organised and imparted is consistent with social competences, universal values and human fundamental rights (e.g. participation, inclusion, freedom of thought and expression, etc.), recognizing that the process of learning is as important as the content of the learning. It includes providing knowledge and understanding of norms and principles, the values that underpin them and the mechanisms for their protection, empowering students to enjoy and exercise their rights and to respect and uphold the rights of others.

Social competences programme and human rights education utilize a participative and adaptable approach.

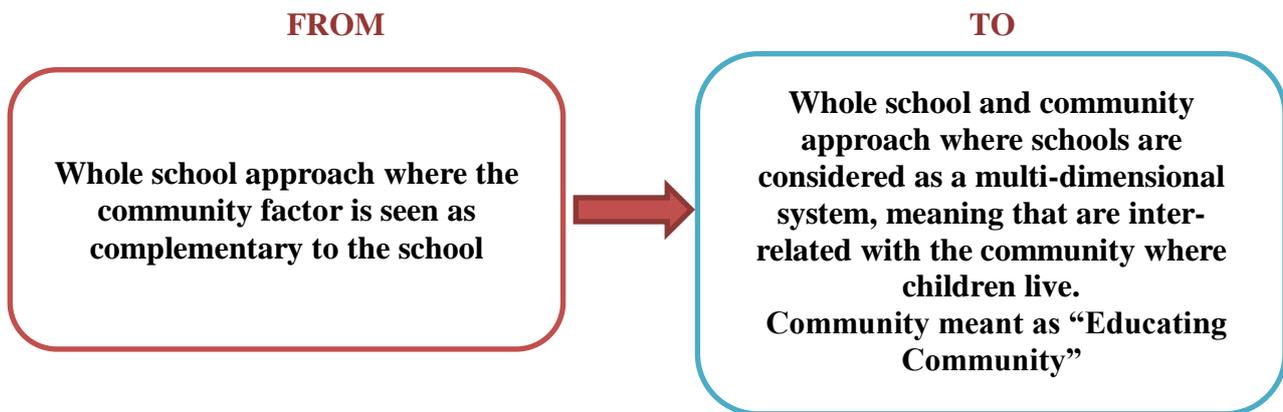


A democratic, social and rights-based approach can significantly add value to prevent bullying: it promotes social cohesion, integration and stability. It also encourages the development of school environments where children feel included and their views valued. It can promote understanding of other cultures and peoples, contribute to intercultural dialogue and respect for the richness of cultural diversity, and the right to participate in the social and cultural life. It can also foster understanding of diversity and differences, based on gender, race, ethnicity, sexual orientation, faith, cultural or economic background, disability or personal characteristics. In this way, it can serve to strengthen social cohesion.

Anyway it is –by itself –not enough to change bullying behaviour. It needs to be complemented by a whole school and community approach and a range of other dimensions (individual, peer-level, school-level, familial, and community factors).

A 'whole school and community approach' recognizes that learning and wellbeing are intimately linked and that all aspects of the school and the community can impact the wellbeing of students. In this approach, schools are considered as a multi-dimensional system, meaning that are inter-related with the community where our children live and the broader societal issues. Students lives in interrelated microsystems (where microsystem can be considered as a pattern of activities, social roles, and interpersonal relations experienced by the developing person in a given face-to-face settings - Bronfenbrenner 2005, p. 147) and when they grow the microsystems different from the school such as sport associations, neighborhoods, other social environments out of the school..... become increasingly influential.

For these reasons the Safer program has to be considered as a Whole School and Community Approach - WSCA (collective, holistic and comprehensive), deeper involving members/organizations of the of the community meant as an Educating Community.



6. Key actions for the implementation of the SAFER WSCA

The WSCA framework primarily poses its attention to the relationship between the wider ecology of a school/community and the level of bullying behaviours.

It is issued as a guidance for primary and middle schools (students aged from 8 to 14 years old), but it is also intended for use by the range of partners who work in and with schools to prevent and tackle bullying and other forms of peer violence. So, while written primarily for those schools, much of the content is equally applicable in other settings such as childcare settings, high schools, services at the support of children and families, sport and cultural associations....

It is about preventing bullying through teaching as well as all the other aspects of school and community life. It is an ethos on:

- the acquisition of social and civic competences, such as understanding, respect, social responsibility, conflict resolution, and citizenship. These attributes are not only the cornerstones of human rights, they are also the foundation for a cohesive, productive, and peaceful classroom, school, and society.
- the promotion of common positive and democratic values seen as an ethical-ideological-political-psychosocial platform upon which strategies for drawing attention to and preventing bullying can be designed
- the knowledge, ownership and exercise of the fundamental rights (e.g. participation, inclusion, freedom of thought and expression, etc.) empowering students to enjoy and exercise their rights and to respect and uphold the rights of others.
- the creation of a supportive environment where young people are encouraged to fulfil their personal potential, where they thrive, learn and emotionally develop, supported by teachers who operate in a culture that equally values their own well-being

- the direct involvement, other than the teachers, students, school staff and other professionals working with the school, of the parents and the wider community that surrounds the school.

The method starts with the analysis of the inner personal dimension of the students (personal level) - (biographic questionnaire) so, also exploiting the other three dimensions (class-school-community) means to guaranteeing the full commitment and empowerment of the students as protagonists of the WSCA antibullying framework, thus “promoting the meaningful participation of children in efforts to prevent and respond to school violence and bullying” (which is one of the key findings underlined by the already cited UNESCO publication (pag. 9)

The SAFER approach is holistic but flexible: a multilevel and multi-faced strategy that starts from differentiated needs and different level of prevention and intervention and that is grounded on Protective and Supportive educational aspect based on the acquisition of competences and values.

It seeks to promote growth rather than simply prevent, it seeks to expand upon the relational aspect of bullying and to move from the resilient individual and resilient systems to inclusive systems (Downes 2017, 2018a).

All in all the WSCA approach:

- has teachers and all the school staff commitment
- promotes prosocial behaviour along with addressing bullying
- takes a multifaceted strategies and didactic tools that works at different layers in the school and community systems
- allows the selection of activities and components that fit the context and goals of each school and that can be adapted to the needs of each school and the target age of the students

Concerning the process, the WSCA framework:

- builds awareness of bullying behaviour
- works collaboratively with the school community

provide ongoing training for staff

- provide information or training for parents
- monitor changes and make adjustments.

We can say that the SAFER WSCA is a way of working rather than a defined programme. Components will vary, reflecting the unique nature of each school and community.

7. Tools and other didactic components of the WSCA framework

The framework foresees tools and materials for the different beneficiaries; it can be seen as a think tank and a repository of learning materials and activities for:

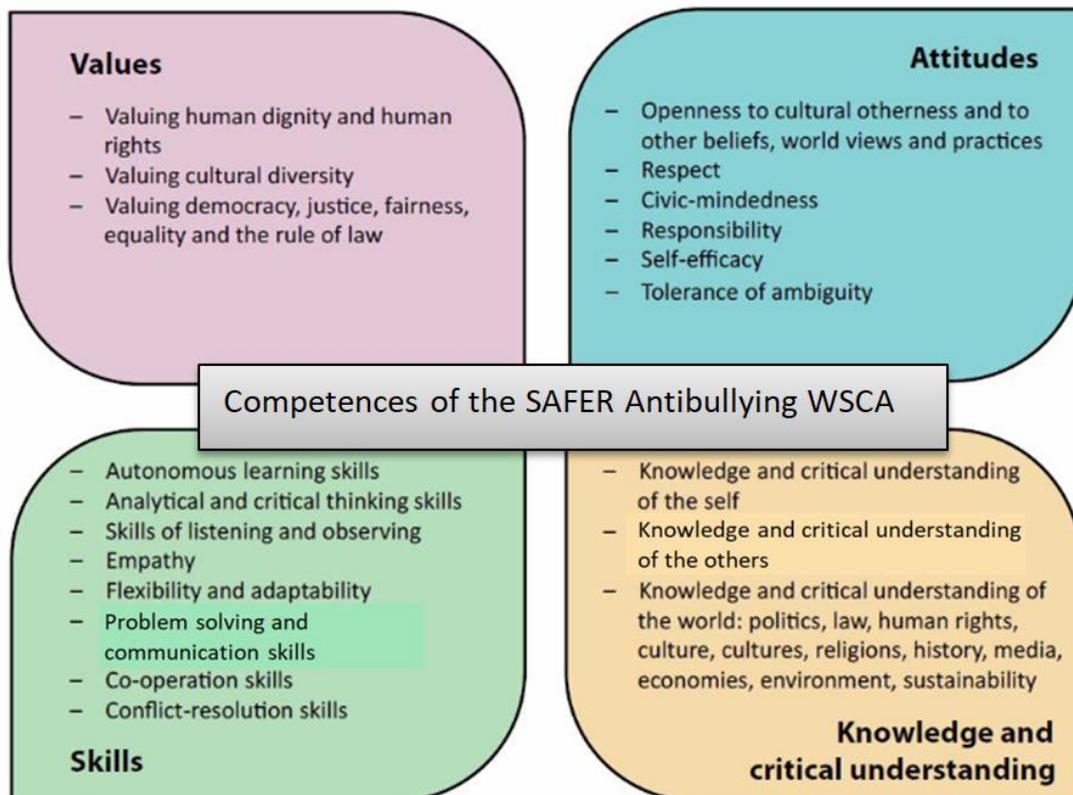
Teachers and school staff

- **Teachers support programme – The WSCA framework**
- **This Teacher’s Guide with a Set of lessons plan:** how to implement the WSCA antibullying framework based on the acquisition of social and civic competences, on the promotion of common positive and democratic values and on the knowledge, ownership and exercise of the fundamental rights. Every teacher can choose her/his own program using the set of practical activities that are more related to the school environment, vision, antibullying strategy.
- **Supporting tools** (videos, deepening materials, web resources...)

Students

- **An handbook of exercises and hands on activities:** an handbook/notebook that helps students to better understand how many forms bullying looks like and how to behave, what to do and not do if bullying happens or if the student sees bullying happening to someone else, inside or outside the school. In addition to the specific content, there are supplemental materials that can be use to gain a better understanding on how to tackling bullying and that are related to the values and competencse to be promoted. It’s a set of practical exercises/ workshops instructions/hands on activities/ participative role games/ problem solving scenarios... The idea is to engage the heart as well as the mind of the student: by providing students with opportunities to practice, receive constructive feedback, and reapply these skills, the learning programs encourage students to closely examine their own behaviors and choices, consider the effect of their behavior on themselves and their communities, and think about what they might have done differently. These core conceptual dimensions are based on, and include, aspects from all three domains of learning: a) cognitive, to acquire knowledge, understanding and critical thinking, b) socio-emotional, to have a sense of belonging to a common humanity, sharing values and responsibilities, empathy, solidarity and respect for differences and diversity and c) behavioral, to act effectively and responsibly fostering their consciousness and active participation.

This way the students can be engaged in higher-order thinking tasks (e.g., analysis, synthesis, evaluation, reflection) through various activities so that they can achieve a more active and direct commitment following the scheme below:



- **“Student voices”**: a school private space on the project web-site where the students can share their views and beliefs, but also their thoughts, feelings and voices

Parents and Members of the Educating Communities

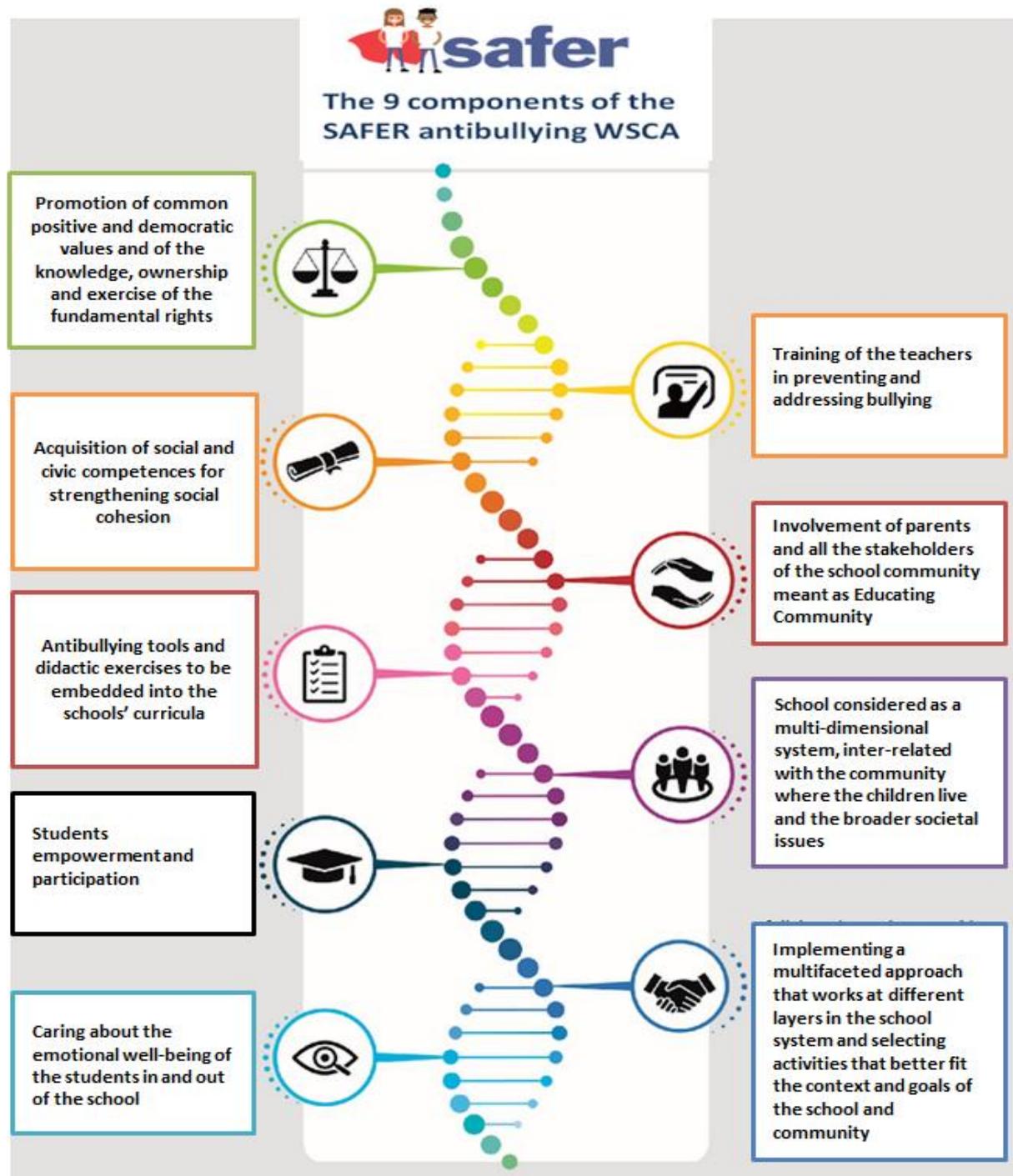
- ***Guide: parenting and adult’s style in bullying prevention and intervention***
- ***WSCA Antibullying framework: informative factsheets***
- ***Anti-bullying Charter for Action Document***
- ***Other formative and informative materials for parents and members of the community***

Since family and community interaction patterns can contribute to bullying prevention, it’s important to help parents and members of the community reflect on their own parenting and adult’s style and behavior, and to provide them with a guidance on how to best encourage the adoption of prosocial values. Many approaches to parental/community involvement for bullying prevention are top-down, information-type approaches rather than approaches which actively involve them. So, other than the materials, they will be constantly involved in the school/community strategies in order to pursue co-operative actions between school, parents and the community and ensure ongoing positive relations

(parent evening stand; shared spaces which bring different groups together -arts and sports facilities, libraries, green spaces, religious centres...; whole school antibullying campaign, students-parents-teachers-community workshops....).

The didactic materials related to the WSCA antibullying framework are anyway linked to Values and skills that can be viewed and chosen focusing on four different lenses: Intercultural lens, Social and Civil lens, Global citizenship lens and Human rights lens.

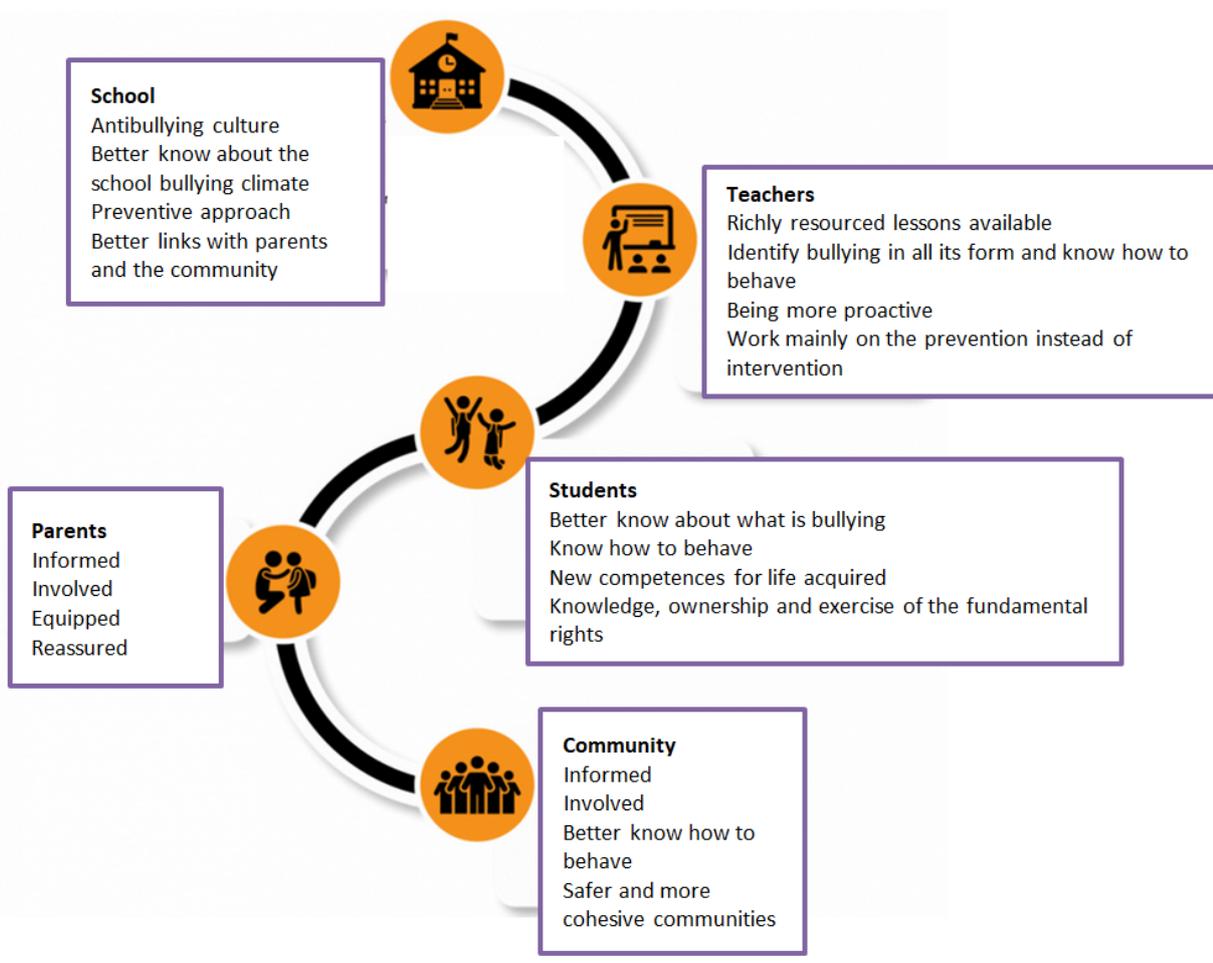
Concerning the SAFER WSCA components, they are described here below:



Finally, the following scheme gives an overview of which competences and values are promoted and enhanced through the implementation of the Antibullying WSCA framework. All partners/stakeholders involved in the delivery of the Framework should be open and responsive to each other and be clear on their roles and responsibilities. Of course, the level of implementation and the specific actions that will be undertaken can vary considerably from school to school, in relation to the needs and also with reference to the community that surround the school setting.



The beneficial effects of the target groups are summarized in the following figure:



School

Antibullying culture
Better know about the school bullying climate
Preventive approach
Better links with parents and the community

Teachers

Richly resourced lessons available
Identify bullying in all its form and know how to behave
Being more proactive
Work mainly on the prevention instead of intervention

Students

Better know about what is bullying
Know how to behave
New competences for life acquired
Knowledge, ownership and exercise of the fundamental rights

Community

Informed
Involved
Better know how to behave
Safer and more cohesive communities

Parents

Informed
Involved
Equipped
Reassured

8. The SAFER strategies for bullying prevention and intervention inside and outside the school

Schools, as part of their anti-bullying policy, plan actions and strategies for the prevention and management of incidents of school violence. According to research data (Artinopoulou, 2001), the framework for the prevention and management of incidents of school violence and bullying is divided into three levels:

- i. the level of primary prevention, which concerns the general population in the context of the school environment (Safe and responsible school climate)
- ii. the level of secondary prevention, which involves intervention on vulnerable groups of students and management of high risk factors (Early identification and intervention)
- iii. the level of tertiary prevention, which is related to the management of incidents of school violence with the aim of reducing recurrence (Effective crisis management)

Actions and strategies can be applied to various target groups: individuals (specific individuals), groups (e.g. vulnerable groups), class, total (e.g. students, parents), school, community. When planning the actions and strategies, the teachers' level of abilities and skills, as well as the students' developmental stage should be taken into account.

How can it be ensured that the design of activities meets the skill level of students and teachers?

Involving teachers and students in the planning of strategies and actions is the answer to ensuring the development of their skills level as well as their willingness to participate, which will -partly- ensure the sustainability of these actions. The degree of success of strategies and actions for the prevention and management of school violence is also dependent on the degree of teachers' participation in their planning and implementation. The involvement of school principals requires that they devote time and effort to the planning, implementation, but also the sustainability of the policy; in some cases, to finding materials and financial resources (eg sponsorships), too.

A. Prevention strategies and actions

When planning and implementing prevention strategies and actions, consideration should be given to:

- Reviewing of policies against school violence and bullying
- Needs assessment
- Assessment of priorities
- Setting goals
- Defining target groups
- Involving all members of the school community
- Evaluating teachers' skills and abilities
- Selecting the people responsible for the implementation

Defining the role of school community members

Indicating evaluation methods

Development of School Ethos

- A climate of cooperation, solidarity and trust between the members of the school community

- Manageable school population size and good teacher to student ratio

- Low turnover rates of teachers and staff

- Networking and collaboration with the community, local community and other schools

- Participation in transnational and international research programs, exchange of good practices and collaboration between schools (e.g. Erasmus.)

B. Strategies for managing incidents of violence and bullying

Effective management of incidents of school violence and bullying is possible when each incident is flexibly approached, taking into account the nature and form of violence and bullying, the personalities and abilities of those involved and the reactions of the "victim".

Steps for managing incidents of violence and bullying:

1. Detect the problem or conflict

2. Intervene immediately to stop the incident

3. Identify those involved in the incident

4. Inform the people involved on school policy, rights and responsibilities

5. (If deemed necessary, the students' parents are informed)

6. Expression of opinions

7. Identify the motivations and interests of the parties

8. If school policy dictates, administer punishment on the "bully"

9. If not specified by school policy, search possible solutions

10. Evaluate possible solutions in terms of satisfying all parties' needs within the boundaries of school policy

During the management of incidents, teachers or school management should ensure that, whatever the outcome of the incident:

- The "victim" does not bear any responsibility for the manifestation of violence -The safety of the "victim" is ensured throughout the process, but also afterwards

- The "bully" recognizes the damage and effects of his/her action and behaviour both to the "victim" and to the school community

- The rights of those involved are respected throughout the procedures and outcomes of the incident

- The development and use of skills of those involved is promoted in constructive ways and means

- The use of sanctions, disciplinary punishments, but also rewards is done wisely and within the framework, within the limits and according to the principles of the school's policy.

The teachers/principal who manage the incident should inform the student-spectators of their role in the prevention and management of incidents of violence and bullying, elaborating on the negative effects of bullying on those involved, on the consequences of their indifference or passivity in dealing with the phenomenon, and the need for cooperation of all members of the school community in dealing with school violence.

Strategies for the Prevention and Management of bullying

- **Creation of an "Memorandum of Actions" for the prevention of school bullying at class level** in order for students to know their duties and act accordingly. Action at the beginning of the school year.

- **Presentation of all Memoranda at the morning meeting of the next school day.**

- **Establishment of an Action Group or a Friendship Group in each class;** students will rotate every week so that all the children in the class can take on roles and develop their personal and social skills through them.

- **Establishment of a Group for the Prevention and Management of school bullying at School,** consisting of teacher/s, parents and students of older children classes. The Group will plan a program of actions with the aim of raising of all school members and the wider community's awareness on issues such as: human rights, forms of violence and their consequences, protection of vulnerable groups, the role of the family in the prevention of school bullying, etc.

- **Creation of a school Blog (or page/tags on the school website) where all the actions of the classes and the school will be posted**

- **ESTABLISHING A FRIENDSHIP DAY.** Once a month, the Friendship Festival will be organized at school (e.g. the last two hours of the last Friday of the month) where families will also be invited. Each class will prepare and present an activity/a project (musical, theatrical, visual, digital or printed, etc.) that will aim to highlight the value of friendship. It will be a small celebration that will highlight the positive elements of collaboration and friendship.

- **INTRODUCTION OF A "Kindness or Friendship Hero" or "Friendship Star" AWARD** at class level to be awarded to students who have demonstrated such behaviors* every month, during a morning ceremony with the participation of all school members. The winner could be chosen by voting in the class, and also by taking students' specific actions and initiatives into account. The award-winning student may have some privileges or obligations while wearing the star, eg to suggest activities/games/visits to the classroom or school.

**The award-winning behaviors will be included in the school's Internal Operating Regulations and will be the result of consultation with all classes, teachers and parents. This action should be a priority for the school as soon as the school year begins.*

- **"Talk to me"** A meeting point (the **"Shelter of Love or Friendship"**) can be established in each school where a teacher will be located (e.g. during a lesson break in weekly or monthly rotation depending on the students' interest) for the students who feel the need to meet and talk to him/her. The teacher will be there for them, to listen, advise and guide them to deal with whatever burdens them/incidents of school violence.

- **The box "Write to me"** (as a follow-up of the previous action). A box is placed in a shared and easily accessible area of the school where children can leave a note writing anything that concerns them in relation to school violence, so that the teacher in charge can schedule a meeting/communication

- **"Network of Schools without violence"**. Creation of a Network of schools oriented against Violence that will also organise a set of actions and awareness events in the community (common logo, flag, insignia)

- **Inviting local community organizations and collectivities at school** with the aim of highlighting volunteerism, active citizenship, solidarity and cooperation through the implementation of joint actions inside and outside the school.

- **Presentation of positive role models:** inviting people to the school - well-known but also everyday people - who can transmit positive values through their own example, e.g. a grandparent, a large family, a fellow citizen with a disability, a refugee parent /immigrant etc

- **Artistic interventions in the school and/or the community areas on the issue of friendship and the rejection of violence.** Writing phrases that remind everyone of the value of friendship, acceptance, cooperation, empathy in all areas of the school (not only on the stairs). Let it be a constant reminder.

PART III - LESSONS PLAN & LEARNING EXPERIENCES

PEDAGOGICAL TOPIC

Bullying seen from the students' eyes....

General description about the Topic

What is bullying? More specifically, what does it look like in the 21st century?

Like any standard and traditional concept, it's morphed over the years and today bullying can take many forms and manifests itself across a variety of practices.

However, as a society, we've entered an era in which there are now more mediums than ever before through which bullying can occur. This means the stereotypical approaches that might have defined bullying decades ago are no longer the trademark signs.

It has to be underlined, anyway, that many researchers believe that there's a wide gap between theoretical and practical definitions of bullying. Psychologists generally use the Olweus traditional three-pronged definition to determine whether bullying has occurred: behavior must be intended to intimidate, harm or disturb; occur repeatedly over time; and feature an imbalanced power dynamic between the bully and their victim.

There's a significant amount of debate about whether this definition of bullying still holds true. "When you ask kids if they've been bullied, it can cause confusion because the experience of bullying is subjective."

This misconception also extends to school administrators, who often hold varying definitions of what constitutes bullying. Even if two schools are experiencing similar rates of bullying, the nature of the bullying itself could be completely different — i.e. name-calling vs. cyberbullying vs. sexual harassment. A narrow definition also ignores instances where the perpetrator(s) are not necessarily larger, stronger or more socially powerful than the victim, and cases of sexual assault or violent threats that may only happen once but are very serious.

With the following activities we try to discover the perception of bullying by the students themselves. They can give their own definition, sure to discover that young people have various understandings about what they considered bullying to be.

Learning experience 1: Bullying is ...

Age of the students:

12-14

Learning intention

Students can explain what bullying is.

Resources

Strips of paper, felt pens, paste

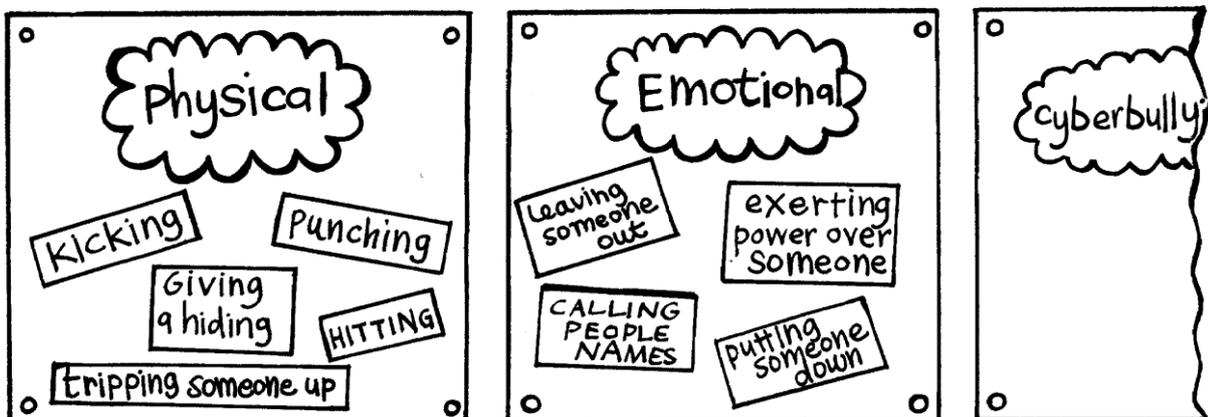
A Box – it can be made by the teacher and decorated by students

Four pieces of large chart paper, each with one type of Bullying placed at the top

Activity

Divide students into groups. Give each group a number of strips of paper. Assign roles within the group, such as recorder, resource person, organiser, and encourager. Ask students to brainstorm all the things that they think constitute bullying. Each suggestion should be recorded on a separate strip of paper.

Place the four large charts around the room, each headed with a type of bullying (verbal bullying, physical bullying, emotional/psychological bullying/cyberbullying). Ensure that the class understands the terms written on each. Each group now pastes each of their strips of paper on the chart with the heading they think is most appropriate.



Bring the class back together.

Ask: Which chart has the most examples on it?
Why do you think this might be?

If some of the charts have few examples, return students to their original groups to think of more examples for the headings. These examples are then pasted up.

Ask students to view all the charts.

- Ask: Do you think any of these types of bullying are worse than the others? Explain your answer. (All types of bullying are damaging)
- Do you think any of the examples of bullying you have given are acceptable behaviour? Why, or why not? (There is never any excuse for bullying; it is unacceptable)
- Do you think anybody deserves to be treated this way? Why, or why not? (No one deserves to be bullied)

Return students to their groups. They work together to come up with a definition of bullying. The class then shares these definitions and agrees on a class definition, which is displayed on the wall. Ensure that the following points are covered.

- Bullying is deliberate and hurtful.
- Bullying is usually repeated over a long period of time.
- It is difficult for the person being bullied to defend themselves.
- It is difficult for the person who bullies to learn new social behaviours.
- The bully has power over the person being bullied and exercises that power.
- Cyber bullying can invade home and personal space. Its audience can be very large and reached rapidly.
-

Finally, an homework activity

Invite each student to complete the two following sentences, which they then take home to share with family members.

Bullying is ...

I think it is unacceptable because ...

**Contributed by Maria Rita Bracchini, Fondazione Hallgarten Franchetti
Centro Studi Villa Montesca
Adapted from Bullying-Free NZ by
Bullying Prevention Advisory Group (BPAG), 2018**

Learning experience 2: Is It Bullying or not?

Age of the students:

8 - 12

Learning intention

Students will be able to identify bullying behaviour.

Resources

Copysheet: Statement

Activity

Discuss each of the following statements. The students have to decide if they think it is true or false, and tick the appropriate column. Then ask the students to justify their choice.

Statement	True	False
1 Bullying is hurtful.		
2 You have to put up with a bit of bullying. It's just part of growing up.		
3 Bullying is never the victim's fault.		
4 If you tell someone the bullying will only get worse.		
5 Being bullied on line is not as harmful as face-to-face bullying.		
6. Some people deserve to be bullied.		
7 It's okay for adults to force young people to do what they want.		
8 Bullying is never acceptable.		
9 It is okay to call someone gay.		
10 Bullying can happen in families.		
11 Bullying is all about power.		
12 The only way to stop bullying is to meet violence with violence.		
13 Sometimes friends bully each other.		
14 Forcing someone to do something is okay so long as they haven't said 'no'.		
15 Verbal bullying is not as hurtful as other forms.		

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Learning experience 3: The effects of bullying

Age of the students:

11 - 14

Learning intention

Students can describe the effects of bullying.

Resources

Copysheet: **Exposing the Girl Bullies**

Activity

Read the following story

Exposing the Girl Bullies

SUNDAY MAY 10, 2009. A schoolyard assault filmed on a cellphone and posted on YouTube has raised fresh fears about cyber-bullying and girl-on-girl violence.

Footage obtained by the *Herald on Sunday* shows a group of high school students surrounding a 16-year-old girl on the school field.

After a verbal altercation, a female ringleader, also 16, repeatedly hits her victim around the head while her accomplices look on laughing.

The victim was later escorted to the school office for medical attention.

“All I could do was cry and say my face hurt,” she said.

A student filmed the incident on a cellphone and the footage was posted on YouTube.

Although the video clip was quickly removed from the Internet site, copies were passed around the school, with one being presented to the Board of Trustees.

After an internal investigation, the attacker was suspended for seven days and has now returned to school. The victim’s mother is ‘disgusted’ the girl was allowed back so

The principal said that the Board of Trustees did all it could. The attacker had signed a good behaviour agreement on her return and was closely monitored.

“The girl was suspended for seven days, the maximum a board can give,” said the principal.

“On hearing the evidence, there were aggravating circumstances. I’m not going to condone what happened, it definitely was wrong, and the girl has been punished.”

The attacker apologized, but the victim said she still feels terrified and won’t walk between classes on her own. Her mother picks her up early each day so she can avoid her attacker, but defended her decision to keep her daughter at school.

“If she leaves it will feel like she’s running away from the problem, rather than facing it. I don’t want her to live her life like that.”

The principal said the number of violent altercations at school had risen steadily and the most noticeable trend was a rise in attacks involving girls.

“You go back 15 years, violence between girls was pretty rare. More of our disputes

soon.

now are between girls than boys.”

“I would have suspended that student for longer. It would have given her a chance to think about her actions. It would have made an example for other students about this sort of behaviour,” she said.

Adapted from Herald on Sunday, 10 May 2009

Now Ask:

What two types of bullying were used in this incident? (Physical and cyber bullying)

What do you think of the behaviour of the ringleader and her accomplices?

Why do you think nobody did anything to help the girl?

Who could have done something?

Do you think the girl deserved to be bullied? Why, or why not?

Why do you think so many people passed on the copies?

How did this bullying make the victim feel?

Do you think the attacker’s punishment was enough? Give a reason for your answer.

Do you think that this was an isolated incident? Why, or why not?

What long-term effects might the victim suffer?

Do you think girl-on-girl violence has increased? Give a reason for your answer.

What do you think about this?

This activity allows students to explore the feelings of all the people that may be involved in a bullying incident, such as the perpetrator, the assistants or reinforces, the bystanders, the victim and the victim’s defenders, and others involved (such as parents and school staff).

Ask students to think back to the newspaper article and invite them to identify all the people involved. These could be listed on the board and could include the principal, the victim, the mother of the victim, the perpetrator, the perpetrator’s supporter, bystanders, students who passed the copies on, and the parent of the perpetrator.

Ask students to choose one of the people to question who will be interpreted by a student . This “actor” will seat in a chair and will take that role. The other students can ask questions to find out more about the situation.

For example, the bystanders might be asked questions such as:

- How did you feel about the incident?
- Why didn’t you do anything to intervene?
- How would you have felt if it was you being bullied?
- What could you have done to stop the bullying?
- What could you do now to support the victim?

This process can be repeated with other characters in the hot seat.

**Contributed by Maria Rita Bracchini, Fondazione Hallgarten Franchetti
Centro Studi Villa Montesca
Adapted from Bullying-Free NZ by
Bullying Prevention Advisory Group (BPAG), 2018**

Learning experience 4: Defining Bullying.....

Age of the students:

11 - 14

Notes for the teacher

This focus area needs to be handled with care. There may be students in the class who are victims of bullying. They must not be made to feel that any forms of bullying are less harmful than others, or that being bullied is their fault.

Choose examples from those provided on Copysheet: **Examples of Bullying Behaviour** that are relevant to your school and/or class.

Ensure that inclusive methods are used to put students into groups, and reinforce co-operative ways of working together.

Learning intentions

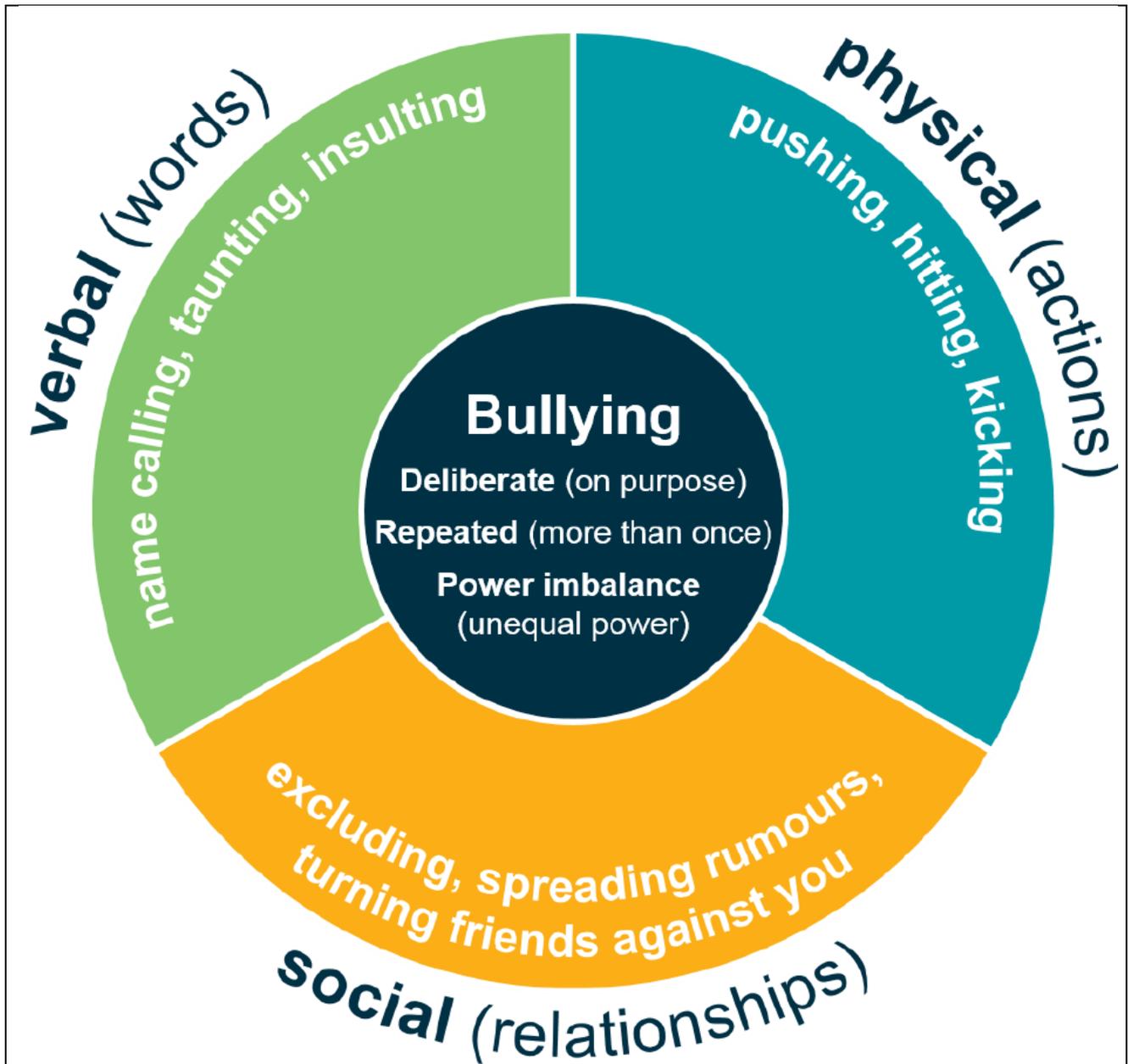
At the end of this focus area students will be able to:

- define bullying
- explain why bullying is unacceptable.

Resources

Copysheet: **Examples of Bullying Behaviour** (Teachers may choose to select only examples that are especially relevant to their class)

Copysheet: **Types of Bullying (the following image)**



Activity

Divide students into groups. Give each group a set of bullying behaviour cards made from the copsheet and a set of the headings from Copsheet: **Types of Bullying here below:**

Copsheet: Examples of Bullying Behaviour

Making someone give up their food or lunch money at the canteen.

Sending a text message to a girl in your class saying she is pregnant because she is putting on weight.

Flicking someone's ear every time you pass them.

Making fun of what someone is wearing.

Making racist remarks to someone of different ethnic origin.

Isolating someone because of their perceived sexual orientation.

Making younger students give up their seats on the bus.

The teacher picking on a student yet again.

Preventing a transgender person from going into the toilet because of their gender identity.

Forcing someone to have sex.

Telling someone they will beat up a member of their family, if the person doesn't do as they are told.

Making someone buy alcohol because they look old enough.

Mocking someone because they have a speech defect.

Standing over someone and demanding their possessions.

Calling someone a geek because they ride a bike to school.

The coach putting you down by in front of others because the team lost.

Telling someone that if they had another brain in their head it would be lonely.

Posting a hate page about a classmate.

Making someone eat their lunch on their own every day, because it smells funny.

Demanding a person's homework.

Snatching someone's books and throwing them away.

Holding your nose and moving away when someone sits next to you, saying you don't like the colour of their skin.

Locking someone in a cupboard and not letting them out.

Lying in wait for someone and beating them up.

Using your mobile to take a video of your drunk friend at a party and posting it on YouTube without their permission.

Knocking someone's crutches out from under them.

Giving someone a hard time every time you see them.

Pressuring someone to give up their skateboard at the bowl.

Arranging to meet someone and then standing them up again.

Sticking a label on someone's back saying "homo".

Holding the door shut when someone is trying to get into class.

Pulling someone's chair away when they go to sit down.

Picking on a less experienced user in an online game, making it hard for them to join in.

Repeatedly pulling someone's hair.

Always leaving someone out of a team or group.

Making unkind remarks about a member of someone's family.

Making a fist at someone.

Making faces behind someone's back.

Now Ask: Which example/type of bullying do you think is worst? Why? (All types of bullying are harmful)

Are any of these examples of bullying okay? Why, or why not? (There is never any excuse for bullying)

Are there any situations that make bullying acceptable? Give details. (Bullying is never acceptable)

What is bullying?

Working in their groups, students come up with their own definition of bullying. These can be shared and a class definition developed.

Why is bullying unacceptable?

Work with the class to come up with a list of points to explain why bullying is unacceptable behaviour. They should consider the effect of bullying on:

- the victim
- the person who bullies
- the school or class environment
- others, such as families.

Acquired Competences:

Relating to others; Participating and contributing; expressing feelings associated with being bullied; describing why bullying is unacceptable

**Contributed by Maria Rita Bracchini, Fondazione Hallgarten Franchetti
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**Adapted from Bullying-Free NZ by
Bullying Prevention Advisory Group (BPAG), 2018**

Learning experience 5: Correct use of the media against Cyberbullying

Age of the students:

10 - 14

Notes for the teacher

This focus area needs to be handled with care. There may be students in the class who are victims of bullying. They must not be made to feel that any forms of bullying are less harmful than others, or that being bullied is their fault.

Choose examples from those provided on Copsheet: **Examples of Bullying Behaviour** that are relevant to your school and/or class.

Ensure that inclusive methods are used to put students into groups, and reinforce co-operative ways of working together.

Learning intentions

At the end of this Learning Experience, students can identify positive and negative use of various forms of media and social media

Resources

Copsheet "**Media and Social media**"

Activity

First of all, explain that prevent and manage cyberbullying:

- Never give your number to anyone you don't know, especially online.
- Ignore a message from an unknown number - don't reply.
- Do not reply to texts that are mean or make you feel uncomfortable.
- Keep all messages, or take a note of time, date and content.
- Report the bullying to a trusted adult. Contact Police if the person bullying is making harmful threats.
- Have a strong password, one that no one (even friends) would be able to guess
- Don't have something obvious as an answer to a secret question eg your favourite food
- You can block people who are bullying on social networking sites, msn or email. • Save or photograph offending messages, pictures or online conversations as evidence.
- Tell a trusted adult and report to the provider of the service.

Then:

- 1 Explain that there are many ways that teenagers communicate with each other. Ask for suggestions from the class and list these on the white board.
- 2 Put students into groups and give each group the Copysheet “Media and Social media”. They work together to decide on positive and negative uses of each form of technology. They record their answers in the appropriate column.
- 3 Ask: If you are a victim of cyberbullying what should you do? (Don’t reply, save the message and report it.)
 If you receive an inappropriate message about someone else what should you do? (Don’t pass it on to anyone else.)
 If you are about to send or post a malicious message what should you do? (Think before you act.)

Copysheet “Media and Social media”

The Technology	Great for:	Examples of Misuse
Mobile Phone 		
Instant Messenger (IM) 		
Chatrooms and message boards 		
Email 		
Webcam 		

<p>Social networking sites</p> 		
<p>Video hosting sites</p> 		
 <p>Virtual learning Environments</p>		
 <p>Gaming sites, consoles and virtual worlds</p>		

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 Adapted from Bullying-Free NZ by
 Bullying Prevention Advisory Group (BPAG), 2018**

PEDAGOGICAL TOPIC

Identity in the community

General description about the Topic

With the term “Educating Community” we intend a system of relationships addressed to educate the children. The original meaning of the term “educate” comes from the Latin “e-ducere” , that is making reference to take someone from one point to another. The symbolic idea is to accompany the learner in an experience whose result will be the maturity and adulthood. The membership in a Educating Community is composed by *learners*. They have to show to be effective member of the Place where they live and grow.

To realize this process, the learner needs different factors and meets different situations. The education is not a unique experience created by a single social actor: The School.

The term Community related to education refers to a social grouping marked by a profound unity of purpose, a unity that goes beyond the interests of the individual. The members pursue the same educative goals and all the educators (within and out of the school) cooperate together. According to the definition of Tönnies (1963), the social dimension of the Community will hold the constituent members together and identifies same affinity, place and thought. Affinity is the sense of identity, place is about sharing a common environment, and thought refers to people’s unity around common ideals and purposes. The concept of «community» was then reprinted by various authors (Durkheim, 1893; Parsons, 1951), who asserted that in a Community the social action is based on a feeling – affective or traditional – of common belonging of its members. His theory of social action also contemplates the construction of «association» whereby the disposition to act rests not so much on the value or purpose of the action, but on an identity of interest or a bond of intention- ally motivated interests.

In education, the Community merges the terms: Educating and Community with the result to have a “Community who educates”.

Taking as a reference this idea of Educating Community, the proposed exercise starts from the strong need to “rebuild” the Educating Community that is felt both at local and global level: the school alone cannot take the responsibility of the education of children since nowadays they live in a complex and ever-changing society. Social elements often act in a different and sometimes even in a contradictory way; this has a negative impact on children. Therefore, it is paramount to increase opportunities for dialogue and for the search for common educative ways.

The school alone cannot protect the young members from the bullying phenomenon. If we protect the children at school, that is very difficult, but it is not enough, we have to involve other

institutions (sport clubs, social associations, parents...) and we have to share the same strategy with all these partners, through their effective participation.

In order to re-launch the idea of an 'educating community' (which refers to the idea of 'belonging') as a school and out of school integrated educational context which can help to develop social competences, it needs to be launched dynamics of 'active citizenship'.

The Community (as a real and not just virtual body) has to:

- Define a new concept of (intercultural) and protective dynamic community:
- Share and practice actions addressed to prevent bullying
- Share values that define the community (Who is "us" / who is the "other from us")
- Create a Common framework

The general approach of this exercise is aimed at creating a first step in this direction

KEY WORDS:

Community, prosociality, human rights, common values

Learning experience 6: What's a community and how it can help in bullying prevention

Age of the students

13-15

But can be adapted to younger categories

Duration

3-4 hours

Learning intention

Purpose of the exercise is to compare the ideas of young people on the theme of the educating community and what it can do to tackle bullying and to prevent the phenomenon.

It is not a formal discussion of a theoretical nature. Rather, it is an experiential deepening that must be carried out by the students and that in the end must result as a key element of future initiatives on the theme of building an educating community.

The exercise uses an approach that could be called maieutical. This approach presupposes that some keywords are questioned and that on these keywords a conceptual path is built, the result of which is property of the whole class.

It is important that the discussion takes place in a circular manner, both physically and conceptually and that all have the awareness that they can slash and intervene when they like. Students have to respect the ordinary rules of a fair discussion.

Precisely for the maieutic structure of the intervention the discussion will start from some keywords that will be discussed and put in opposition.

The keyword of the discussion are:

community that is opposed to that of **society**

bullying inside the school that is opposed to **bullying outside the school**

Later, the discussion will be about **Act/Obey** to rules.

The maieutic methodology requires that the participants briefly introduce themselves in a free and personal way, and present their own dream, a personal desire, personal options and knowledge about bullying.

The exercises have a facilitator who introduces the topic:

Realizing a System for preventing/fighting Bullying in the Community: what I can do! and asks a question always related to personal experiences.

The exercise implies a process of dialectical investigation based on an open and democratic structure, without any constraint or imposition or dogmatic closure.

The students will be aware about the concept of Educating Community. They will be aware about the distinction between "teaching" (in-sign, mark in) and "educate" (ex-ducere, pull out) clarifies how this maieutic approach of teaching tries to avoid any mechanical transmission and is based on a direct relationship between teacher/facilitator and learner, and it is not expressed in the transmission of pre-packaged theoretical knowledge to pupils in the form of structured courses.

They will learn in depth what Bullying really means and what the community in which they live can

do for preventing and fighting it.

Role of the Facilitator (indications)

The facilitator should not transmit contents mechanically, but he/she has to create the conditions for which each person can learn to express themselves individually and in groups.

The facilitator is an expert in the art of asking and invites the participants to reflect on the questions that are the subject of the research. The facilitator should encourage the continuous sprouting of ideas, hypotheses, new questions, and consequent reflections. The facilitator knows how to listen deeply to the answers and rephrases new questions from the contribution of the participants, allows everyone to see things from the point of view of the other, reconstructs the links between the reflections and new ideas that mutually begin to shape and come to light.

Resources

A comfortable room with comfortable chairs in circle

Activity

A) Preparation and Warm up

The participants are set in a circle module.

The Exercise has to be conducted by a facilitator that harmonizes the discussion within the group in order to give the opportunity to each participant to have the right amount of time to express himself/herself on the questions posed and according to her/her style and personality.

It is important to focus the discussion on the real needs, interests, desires of the participants.

The facilitator must explain that the goals of the exercise is a discussion about the terms and the meaning of an Educating Community, and the actions to be undertaken for preventing and fighting bullying. It is not presented in theory but applied to the Community where the participants live

The facilitator helps the group to listen and to express their inner ideas

During the session, the participants are free to ask when they want to speak. It is necessary for all participants to express their views on the questions posed and the issues addressed, as a stimulus to the social responsibility that each should have in their own lives.

It is important for everyone to listen actively to each other's voices. If someone is not willing to express its ideas or present its contribution, the facilitator should invite them to speak. However, this mustn't feel as an imposition.

The facilitator should take notes of what the participant say: to identify the common points, the sharing of temporary arrival points and the enhancement of what emerged, but as a useful tool to

suggest the possible further path of deepening.

It is advisable for participants to prepare themselves before (reading documents and materials of various kinds related to the Bullying).

It is advisable that all participants agree about the relevance of the topics to be addressed during the activity.

B) Exercise

The facilitator helps the group to listen and to express their inner ideas about bullying and the role of the Community in preventing and fighting it.

The main idea is that “the actions in favour of preventing and fighting bullying have to be realized bottom-up” and they must come from the real and effective exigencies of the students and not felt as an imposition or as a rule to be respected.

During the session, the participants ask when they want to speak, creating an order that should be respected. It is necessary for all participants to express their views on the questions posed and the issues addressed, as a stimulus to the social responsibility that each should have in their own lives.

It is important for everyone to listen actively to each other’s voices. If someone is not willing to express its ideas or present its contribution, the facilitator should invite them to speak. However, this mustn’t feel as an imposition.

The facilitator should take notes of what the participants say: to identify the common points, the sharing of temporary arrival points and the enhancement of what emerged, but as a useful tool to suggest possible future actions.

The facilitator ends the workshop by making a brief summary of what was said during the meeting and possible, sometimes partial and temporary conclusions emerged.

In the actual concluding phase, it is sometimes useful for the facilitator to ask all participants for a brief evaluation of their experience during the workshop and what they think they have learned in the group. This final evaluation allows everyone to receive important feedback from each other.

At the end of the exercises the new-built Community composed by the participants should present a list of actions (concrete and applicable) in the place and community where they live.

In a further step this exercise can be linked to the Project Contest and the activity can be summarised by a video with the results explaining the proposal for “active actions for preventing Bullying in the Community”.

Notes

For having more info about the Maieutic approach and the dialogic learning it is suggested (to

facilitators and teachers, but also to those that can be interested) to read some contributions about the creator of the method known as “reciprocal maieutic”, Danilo Dolci.

You can find documents and info on the following links:

<https://www.dantillesetdailleurs.org/wp-content/uploads/2020/08/Handbook-RMA-2019-en.pdf>

<https://www.recim.org/bio/dolci-an.htm>

<http://reciprocalmaieutic.danilodolci.it/danilo-dolci/biography/>

<https://vimeo.com/127138591> - Dialogic Classroom

<https://vimeo.com/169112444> - Dialogic Classroom

<https://circularclassroom.com/educators/> - Circular classroom

Educating Community

[https://www.academia.edu/42775123/Prosociality in Secondary education A day in my school
ol what being prosocial can give to an ordinary school day](https://www.academia.edu/42775123/Prosociality_in_Secondary_education_A_day_in_my_school_what_being_prosocial_can_give_to_an_ordinary_school_day)

F. Boldrini, Prosociality in Secondary education: A day in my school: what being prosocial can give to an ordinary school day, Montesca Paper, 2019

**Contributed by Fabrizio Boldrini, Fondazione Hallgarten Franchetti
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Learning experience 7: Safe and Unsafe Places in Our Community

Age of the students

8-15

Duration

3-4 hours

Learning intention

Students will identify places in the school community where they feel safe from bullying and those where they feel unsafe from bullying.

Resources

An A4 map of the community – one for each student
Red and green pens

Activity

Give each student a map of the community. Tell them that they are being asked to think about places in their community where they feel safe from bullying, and places where they feel unsafe.

Students should not put their names on the maps to ensure confidentiality.

- Invite each student to colour in green all the places where they feel safe from bullying.
- Invite each student to colour in red all the places where they feel unsafe from bullying. Collect completed maps.

Follow-up

Maths classes at one level of the school can be used to collate and analyse the data, and to prepare a report.

Results should be given to the students at form time or assembly.

Students can also suggest strategies to the community members in order to take action and make the community a safer place

**Contributed by Maria Rita Bracchini, Fondazione Hallgarten Franchetti
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Learning experience 8: Interviewing parents and community members about bullying

Age of the students

8-15

Duration

3-4 hours (two lesson activity)

Learning intention

Students will investigate adults' experiences of bullying.

Resources

A chart like the one below

Types of Bullying	Feelings about Bullying	Short term effects of Bullying	Long term effects of Bullying	How bullying was handled

Activity

1 Explain to students that they are going to be interviewing adults to find out their experience of bullying, so that they can compare the adults' experiences with their own. Invite each student to identify someone they would like to interview. This could be a parent or caregiver, a neighbor, a family friend, an older friend, a teacher or a coach.

2 Review techniques for interviewing. Work with the class to develop a list of interview questions, that would cover:

- Types of bullying experienced
- How they felt about being bullied
- Short term effects of being bullied
- Long term effects of being bullied
- Ways that bullying was resolved.

Each student will need their own copy of the survey.

3 Students interview their chosen person.

4 In the next lesson, put students into groups of 5-6. Ask them to process the information that each of them has gathered by putting it into a chart provided under the Resources section.

5 Bring the groups back together. Use the following questions to help students compare their findings with present day experiences of bullying.

Ask: How are the bullying incidents the same or different from those today?

Were any incidents of bullying using technology reported?

How do people's feelings about bullying compare with the feelings of victims today?

In what ways are the short term effects different from those today?

What have the long term effects been?

What sort of strategies were used to overcome bullying.

In what ways are these strategies the same or different from those used today?

**Contributed by Maria Rita Bracchini, Fondazione Hallgarten Franchetti
Centro Studi Villa Montesca**

PEDAGOGICAL TOPIC

Social and civic competencies in bullying prevention

General description about the Topic

Competence is described in the Oxford dictionary as “the ability to do something well”. It consists of three components: knowledge, skills and attitudes (in some definitions this component can be referred as attribute or ability). Thus, “A Competency is a set of skills, related knowledge and attributes that allow an individual to successfully perform a task or an activity within a specific function or job” (UNIDO, 2002)

Knowledge is the practical or theoretical understanding of a subject. First one needs to be aware of something, than one can become familiar of something (e.g. how to use something), and then eventually understands how something works. Knowledge is the things we know and can recite or even teach to other people. Knowledge is in the head.

Skills are normally understood as a learned capacity to carry out a certain task within the limits of a particular resource (e.g. time, energy) to maximum certainty and efficiency. In other words, skills are what we can do. Skill requires knowledge and the will to practice. If you want students to become skilled, teach them the knowledge they need to be able to practise.

An attitude is “a relatively enduring organization of beliefs, feelings, and behavioral tendencies towards socially significant objects, groups, events or symbols” (Hogg, & Vaughan 2005, p. 150). `Attitudinal Competency` is the ability to select, maintain or adapt one’s best attitudes for the present.

Now how can equipping students with competencies help in bullying prevention? Let’s focus on social and civic competencies.

Social and civic competencies include personal, interpersonal and intercultural competence and cover all forms of behavior that equip individuals to participate in an effective and constructive way in social and working life, and particularly in increasing diverse societies, and to resolve conflict where necessary. Social and civic competencies equip individuals to fully participate in civic life, based on knowledge of social and political concepts and structures and a commitment to active and democratic participation.

By equipping students with social and civic competencies you will help them to:

- develop personal and interpersonal competence such as critical thinking, working in a team, engaging with the community, building trust, respect, tolerance, increasing self-

confidence, empathy, coping with uncertainty, decision making, solving conflicts, managing crises, etc.

- develop intercultural competence to understand and develop their attitudes and behavior to value diversity, work with different social groups, work with marginalized and people with fewer opportunities, learn new traditions, values, styles, etc.

Social and civic competencies will empower students to know the basics of human rights, democracy, and political participation, to know, exercise and defend their rights, thus take an active role in bullying prevention. It will also stimulate their engagement in active and democratic processes and empower them to be active citizens at a local level trying to solve some local problems including preventing and combating bullying.

Learning experience 9: Be the hero for reducing bullying to zero!

Age of the students

8-12

But can be adapted to younger categories

Duration

45-90 min

Learning intention

The purpose of this activity is to stimulate thinking and discussion among the students about competencies, in particular social and civic competencies required for bullying prevention. Along this activity students will learn about and discuss different skills, knowledge and attitudes that can come handy in bullying prevention.

Students can acquire the following key competences:

- What competencies are
- Which social and civic competencies can come handy in bullying prevention, and how to acquire them

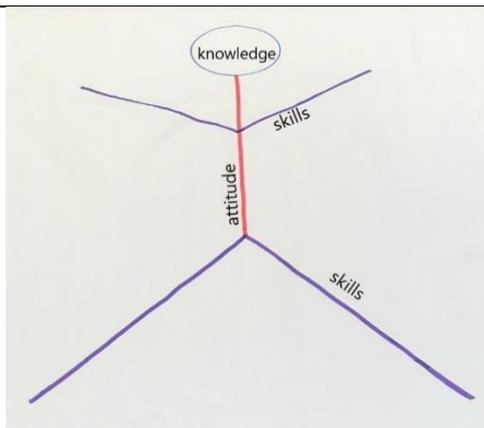
Resources

Flipchart / whiteboard, markers, sticky notes in different colour

Preparation and warm up

On a big flipchart or whiteboard draw a simple skeleton of a person as shown on the picture below (head, corpse, arms and legs). You can make the parts in three different colors for easier distinction because each one will represent a different category of competencies and you can continue using that color to write the words later or use sticky notes in different colors for different category:

- Head - knowledge
- Corpse - attitude
- Arms and legs – skills



Description of the activity

On a flipchart or whiteboard there will be a drawing of a simple skeleton of a person with words identifying “knowledge” on the head, “skills” on the arms and legs, and “attitude” on the corpse.

The students will be invited to create the hero for reducing bullying to zero, by equipping the hero with necessary knowledge, skills and attitudes.

Step 1. Depending on the age and level of knowledge the students are, this activity can be adapted and if needed in the beginning the students can first learn in general about what competencies are and what are they composed of, meaning what knowledge is, what skills are and what attitude is. This can also be done even if the students understand what competencies are, just to ensure that they are all on the same level, and to make the process smoother.

Step 2. Focus on the social and civic competencies. Students will be guided to think in the direction of social and civic competencies in bullying prevention and note down few in each of the categories (knowledge, skills, attitudes).

Step 3. One by one students can share one thing they noted down, explain it and write it in the correct category.

Step 4. Discussion can follow of what the other students think whether that is a necessary competence for bullying prevention, and how it can be gained.

Step 5. At the end someone can try to describe the hero for reducing bullying to zero by summing up all the competencies written on the flipchart/whiteboard.

Notes

Depending on the age of the students and knowledge they have on this topic, in step 2 and 3 they can either be left to think alone, note down and share their thoughts, or work in smaller groups first and have access to the internet to make a small research.

Another option is to give them some examples and their task would be to explain what they understand by it and to classify them in the right category.

ANNEXES, RESOURCES AND VIDEO RESOURCES

ETS Competence model for trainers: <https://www.salto-youth.net/rc/training-and-cooperation/trainercompetencedevelopment/trainercompetencies/>

**Contributed by Marija Krstevska
Center for Intercultural Dialogue (CID)**

Learning experience 10: Different but the same

Age of the students:

8 - 12

Learning intentions

Students can:

- identify differences
- explain that although we may appear different, we all have the same needs.

Resources

Story: **Don't Cry for Billie**

Activities

1. My background

Seat students in groups of 6–8. In each group, give students three minutes to talk about themselves – their background, pets, hobbies, and favourite music, food, social networking sites, TV programmes, and so on. Bring students back to the full group.

Ask: What were some interesting things you learnt about members of your group?
What things did you all have in common?
What were some of the differences?

2. Don't Cry for Billie

Introduce the story **Don't Cry for Billie** to the class. This could be done in various ways such as a group, class, or individual reading. The questions below could be asked of the whole group or used for paired discussion.

Ask: Why didn't the girls like Billie?
How did they treat her?
How did this make Billie act?
How do you think Billie felt?
Why do you think Billie behaved the way she did after her father died?
Did the other children understand this? Give a reason for your answer.
Why do you think Billie couldn't stop laughing?
What did the other children learn about Billie?
What did they learn about people who seem different?
What did they learn about themselves?

Ensure that students understand that although there are differences between us, we are all essentially the same. We have the same feelings and needs, including the need to be respected.

3. Illustration

Working individually, in pairs or in small groups, students illustrate the slogan **The Same but Different** through one of the following forms: poster, TV advertisement, web advertisement, banner, role-play, video, cartoon, speech, essay, or poem.

**Contributed by Maria Rita Bracchini, Fondazione Hallgarten Franchetti
Centro Studi Villa Montesca
Adapted from Bullying-Free NZ by
Bullying Prevention Advisory Group (BPAG), 2018**

Don't Cry for Billie

by Beverley Dunlop

Billie Anderson was a big, noisy girl who lived with her father on a farm near the school. Billie's mother had died when she was a baby.

Billie would wrestle and fight like a boy. She could smash a cricket ball so hard that it flew away high over the school fence. The boys were mad to get Billie in their teams at games time.

We didn't like Billie much. We thought she was a real tomboy. We poked fun at the stringy ribbons that tied back her wild hair. We talked about her odd socks. Billie had to help her father milk the cows before she came to school in the mornings. Sometimes she had milk stains on her dress and cow-dung on her shoes. Then, we'd all run along behind her holding our noses and calling her "Smelly Billie."

Billie would get angry. "One day I'm going to be a farmer like my father," she'd yell. "Who wants to be a stupid girl and dress up all day?"

"Who wants to drive that noisy tractor!" one of the girls would yell back. Sometimes we'd seen Billie driving the tractor in the paddock while her father fed out the hay to the cows from the back of the wagon.

Because Billie was so rough, she took some terrible tumbles. Once she got in a fight with Graham Jones, the biggest boy in school. They rolled over and over on the stones until our teacher, Miss Pitt, came out and broke it up. Billie was a mess. She was bruised and her nose was bleeding. Her dress was dirty and torn. Billie didn't howl, though. She never did. She just stuck her chin out and looked fiercely at Graham as if she'd like to fight him again.

"Go and clean up, the pair of you," said Miss Pitt. She was very strict and didn't like kids fighting in the playground. Miss Pitt shook her finger at Billie. "And you should be ashamed of yourself – a girl fighting with a boy like that!"

Billie slunk off. But she didn't look sorry. We hung around, giggling behind our hands. We always egged Billie on to have fights for the sport of it. Her fighting made the girls feel superior and ladylike.

"That Billie is as tough as old boots," sniffed my girlfriend Mary.

But one day, Billie didn't come to school. The news spread around like wildfire. Billie's father had been crushed under the wheels of the tractor. He was dead.

We all talked quietly amongst ourselves. We didn't know much about death. "My mother said that Billie might have to go away and live with her aunt that's come to stay with her," said Mary. "She lives up north."

"Dad says that the Anderson farm will have to be sold," said Graham. "It's right next to ours, so Dad might buy it himself."

"I bet Billie is really upset," said a girl called Jennifer. "If my father died, I'd cry and cry."

We felt so sorry for Billie that we decided to do something about it. The kids put their pocket money together. Some of the girls went down to the store and got a beautiful blue sympathy card. Everyone signed the card, even Miss Pitt.

When Billie came back to school the next Monday, we gathered around her. Jennifer began to cry. She liked crying about things.

"We're all sorry about your father." I said to Billie. I handed her the card. I felt embarrassed and sad.

Billie took the card. I thought she might have looked different with her father being dead, but she looked just the same as usual. She stuck the card in her pocket without looking at. "Thanks," she said. She looked at Jennifer. "Don't cry for Billie," she said, rudely and fiercely.

Then she punched Graham on the arm. "How about a game of rounders," she said, and without waiting for an answer she ran off down the playground.

We were shocked. "What a horrid hard thing that Billie is," said Jennifer.

"She didn't even look at our beautiful card," said Mary.

"I wish we hadn't been nice to her," I said. I felt disappointed and angry that Billie hadn't acted more upset. She didn't give a fig for her father, I decided.

"Let's give her the cold shoulder," suggested Mary.

"That'll serve her right for not looking at our card."

So, for the rest of the week, we didn't speak to Billie. We didn't even egg her on to fight with the boys. Billie didn't seem to mind. She didn't need egging on to fight, either. She laughed and shouted as usual. She fought and skylarked with the boys. She played rounders and hit the ball harder and fiercer than ever.

On Friday, Miss Pitt made an announcement. "Billie is leaving today and going to live in the city with her aunt," said Miss Pitt. "I'm sure we wish her well in her new school."

We sat silent. Someone tittered nervously. We were glad that Billie was leaving. "I bet she won't find a tractor to drive in the city," Mary whispered to me, spitefully.

I grinned. "I bet it takes her aunt a week to get the cow-dung off her shoes," I whispered back.

Miss Pitt rapped the table with the chalk. "Stop whispering down there," she ordered, "and turn to page two." Miss Pitt's voice droned away over the heads. I looked at the clock and winked at Mary. I was dying for the bell to go so that we could get out into the playground and discuss the news about Billie.

Then Miss Pitt made a joke. Miss Pitt was always making jokes. But they were never very funny. We all smiled politely to please Miss Pitt. Billie didn't smile, though. She began to giggle loudly.

Miss Pitt rapped the table again. "My joke's not that funny, Billie," said Miss Pitt, rather sharply. "Now stop giggling and pay attention."

Billie didn't stop giggling. She just giggled louder.

"Billie!" said Miss Pitt. She was beginning to look wild.

Billie giggled and laughed, louder and louder. It was as if she had a great well of laughter inside her. The laughter bubbled out of the well.

Miss Pitt scratched her head. She looked at her watch.

"You can go early," she told us quietly, "I'll attend to Billie."

We dashed out of the room and around to the window.

"Boy, I bet she catches it," said Graham gleefully. He had it in for Billie because she was always beating him in fights.

"Serves her right if she gets the strap, carrying on like that," said Mary.

We pressed our noses against the classroom window. Billie was still laughing, louder and harder than ever. Only Miss Pitt wasn't hitting her. Miss Pitt's arms were around Billie's shoulders. Billie's head was on Miss Pitt's knee.

We moved away from the window and went and sat under a willow tree. No one said anything. I felt sick inside, and sad. My eyes began to water. Somehow I wanted to cry for Billie.

Learning experience 11: Respecting difference makes the difference

Age of the students:

8 - 12

Learning intention

Students can explain that all individuals should be respected. Students are able to speak about bullying

Resources

Copysheet: **Dear Lucy Letters**

Notes for the teacher

For the purposes of this activity it is important that the **Dear Lucy Letters** represent a range of situations that are relevant to the class. These could include differences of gender, sexual orientation, appearance, academic ability, disability, body shape, health, culture, religion, and mental illness. Choose ones that meet the needs of the class, or write some additional scenarios.

This whole section needs to be handled with great sensitivity, especially if there are students in the class who are different in the ways outlined in the **Dear Lucy Letters**. However, since the point of the exercise is to make students aware of the unfairness of picking on points of difference, perhaps these issues need to be brought into the open.

Activities

Explain to students that some people ridicule or bully others because they see them as different, and somehow they think this makes it all right. They will know of examples of this. Remind them that everyone has the same needs, which include the need to be respected.

Dear Bobby Letter

Choose one **Dear Lucy Letter** to use with the whole class. Read it out and discuss the questions below.

- Ask:
- What is the problem?
 - What are the differences that have caused this person to be badly treated?
 - Did the person deserve to be treated in this way? Why or why not?
 - How did it make the person feel?
 - Is this bullying? If so, what kind?

What does this tell us about how we should treat people who seem different?

Put the students into groups and give each group one of the **Dear Bobby Letters**. Together they work on the questions above.

Finally asks the students to write a reply to the letter.

**Contributed by Maria Rita Bracchini, Fondazione Hallgarten Franchetti
Centro Studi Villa Montesca
Adapted from Bullying-Free NZ by
Bullying Prevention Advisory Group (BPAG), 2018**

Copysheet: Dear Lucy Letters

Dear Lucy

I am a 12-year-old boy who enjoys wearing nail polish. The kids at school have found out that I do this at the weekend. They are teasing me and calling me names like faggot.

How can I get them to accept me for who I am?

Dear Lucy

My friends, well, I thought they were my friends, are not letting me know what is going on. They keep secrets from me and talk about me behind my back. I feel they don't want me as part of the group any more. All this is because they have found out that my brother is sick and in an institution. Do they think they'll catch something from me, or what?

What can I say to them?

Dear Lucy

We have got new neighbors and they have a 12-year-old daughter who has special needs. My mum says I must not go near her because she's strange. I want to be friends, because I think she needs a friend.

How can I make mum see that it is okay to be different?

Dear Lucy

My family is from Morocco. We are different from Europeans in lots of ways – our food, our religion, and the language we speak at home. The other children in my class can't seem to accept this. They laugh at me and tell me we should go back to where we came from. I like my new country and at the same time I am proud to be Moroccan, but this is making me very unhappy.

What can I do to make them understand?

Dear Lucy

I am so unhappy. The other girls in my class are really mean to me. They pick on anything to laugh at – like my clothes and my hair and the fact that I'm flat chested. The boys all join in, too. I don't want to go to school ever again.

Do I have to put up with this?

Dear Lucy

It's no fun having arthritis. Most of the time it is really, really painful and I have to use my crutches. Some days are better days though, and I can manage without them. The kids at school say I am just pretending to be sick and use my crutches to get out of playing sport.

How can I make them understand?

Dear Bobby

My problem is that I'm not very good at school. I find reading really hard, and often can't understand what the teacher is talking about. This is not my fault. The worst thing though, is that the other kids laugh at me when I can't do things, and call me 'idiot'.

What should I do?

PEDAGOGICAL TOPIC

Teaching rights and values

General description about the Topic

The school, as it is a micrography of the society, should be teaching and promoting the principles of human and children's rights. Teaching rights and values is a necessity nowadays as it seems that is missing from our society and students need not only to learn what their rights are but that they need to protect their own and other people's rights. Educators and schools should consider grabbing the opportunity for teaching and talking about rights and values in every opportunity given. Some of the rights and values that need to be promoted and acquired, not only by the students and schools but from the society as well, are fairness, agency, caring, self-esteem, diversity, respect, social justice, empathy and many more. In order to own these rights and values and promote them, students should first acquire life skills and social competences.

Education for Democratic Citizenship and Human Rights (EDC/HRE) prioritizes teaching about democracy and human rights not only by including them in specific courses of the curriculum but through a broader lens and a new perspective addressing the whole school (Gollob, Krapf, Weidinger, 2010). Additionally, it is suggested that students should be learning about rights and values by doing and not by being told about it. They need to have opportunities to explore these issues themselves in practical way. Not only acquiring knowledge but also developing skills and understanding. Understanding the importance of having your rights respected and protected while respecting other people's rights. According to Dan Olweus (2006) feeling safe in school is a fundamental right of every student, and therefore bullying can be considered a violation of human rights.

Taking into account the three dimensions of Education for Democratic Citizenship (EDC) students should be:

- learning about their rights
- learning for their rights
- learning through their rights

Schools should develop a framework that allows students to experience the rights they have as principles that govern their classroom and their school and have an impact on them. Learning about rights and values through their experiences will allow students to develop the relevant values and skills. Teaching methods should be selected in a way that will allow students to experience school as a micro-community in which they need to experience, learn and implement children's and human rights. This will help them, later in their life, when they will be members of the community. Learning about the fundamental rights everyone has should be through

interactive activities, collaborative and critical tasks, by being involved in critical discussions and debates.

KEY WORDS

human rights, values, principles, school, experience, bullying, diversity, respect, responsibilities, self-esteem, agency, empathy, care, fairness, social justice

Learning experience 12: Lets meet our rights!

Age of the students

10-14

But can be adapted to younger categories

Duration

80 min

Learning intention

The lesson plan aims to help students:

- raise awareness of human rights issues
- relate human rights to everyday life
- build familiarity with the CRC
- claim for their rights

Students can acquire the following key competences:

- cooperation
- working in groups
- critical thinking
- problem solution
- recognition and respect of human rights

Resources

Picture of a puppy

pictures that show some rights of the children (children eating, educating, playing, are in the house with the family etc.) and pictures that show some attitudes that does not represent rights (children that make bullying, that are hurting other children or animals etc) or that show the lack of children rights (homeless children, hungry children etc.)

Colorful cardboards

Sticky notes of five different colors

Markers

Blue tack

Warm up

Students stand in a line facing the board. The teacher goes behind the students and sticks one sticky note on the back of each student. Sticky notes are of five different colors. Then the teacher asks students to move around the class and form groups with the other students that have the same colored sticky note, without talking. In that way the class is separated to 5 groups that sit around a circle table (or desk group arrangement) each.

Description of the activity

-At first, the teacher salutes his/her students and explains them that today they will have the chance to work in groups, cooperate, explore, discover new knowledge and have fun.

-Then he/she introduces to the children a situation in which someone abandoned a puppy in the schoolyard. He/she asks children to think and talk, in their groups, how they would react having in mind the needs of the puppy. The teacher goes round the groups helping the discussion and encouraging all students to take part in the discussion. Each group writes in sticky notes the needs of the puppy. After 10 minutes, the teacher asks the children to tell to the class plenary how their group would have reacted. Then one student at a time stands up and presents what is written in one sticky note of its group, and sticks it on the board, around the picture of the puppy, which the teacher has already put in the center of the board. If someone else has already mentioned a need, it should not be repeated. As far as all the puppy's needs that groups came up with, are presented (make sure that food, water, house, company, toys, attention etc. are mentioned) the teacher problematizes the children: "If the puppy has these needs in order to live and be developed, should it has a right to them? Who is responsible to ensure that it gets all the things that it needs, that the puppy's needs to these things are met?" They can mention that responsible is whoever owns the puppy, or a shelter etc.

-The teacher asks: "Do children have similar needs and rights like the puppy?" Then he/she gives pictures of children to the groups. Some pictures show needs and rights of the children (children eating, educating, playing, being in the house with the family etc.) and some show some attitudes that does not represent rights (children that make bullying, that are hurting other children or animals etc.) or that show the lack of children rights (homeless children, hungry children etc.). He/she asks the children to discuss in their groups about their pictures and decide which represent rights and which not. The teacher sticks two different colors, big cardboards on the board. One cardboard is for the pictures with the rights (Rights) and one for the rest of the pictures (Lack of rights). After the students' discussions in the groups, one student at a time stands up and presents one picture, clarifying if the picture represents a right or not. Then he/she sticks the picture in the right side of the board and describes it shortly (1-2 words).

-Then the teacher discuss with the children about the needs and rights of the children. They come out with more rights, which are added on the poster that they have created by the previous activity. He/she explains them that they have created a poster/list with the children's rights. Moreover, they discuss on who is responsible for ensuring that children have these rights, and if they do not have all their rights, make sure that they get what they have right to. If the children do not mention it, the teacher informs the children about the Convention on the Rights of the Child (CRC). He/she explains that the CRC is there to support children's rights, to protect them, to provide the rights for them and to ensure that they can participate in the world around them.

-Finally, the teacher presents the CRC in a children friendly form (poster, video, pictures) and all together mark in their poster the rights that they have thought by themselves. Children realize that they have found out most of their rights and that they can think, decide and speak about

things that concern them. They are experts on their own lives.

Annexes, Resources and Video resources

The Convention on the Rights of the Child in pictures (English version)

<http://www.childcom.org.cy/ccr/ccr.nsf/All/62943FF634FAB8D4C22583EE002D13C8?OpenDocument>

The Convention on the Rights of the Child in pictures (Greek version)

<http://www.childcom.org.cy/ccr/ccr.nsf/All/343661A9E2277A5AC2258335003F6B87?OpenDocument>

The Convention on the Rights of the Child-Poster (Greek version)

[http://www.childcom.org.cy/ccr/ccr.nsf/All/343661A9E2277A5AC2258335003F6B87/\\$file/DIKEOMATA%20POSTER.pdf](http://www.childcom.org.cy/ccr/ccr.nsf/All/343661A9E2277A5AC2258335003F6B87/$file/DIKEOMATA%20POSTER.pdf)

UNICEF Children's Rights – video in English

<https://www.youtube.com/watch?v=mI2dYmNCJVO>

Cartoons for Child Rights - UNICEF

<https://www.youtube.com/watch?v=442yLFwrzs8>

Children's rights – video in Greek

<https://www.youtube.com/watch?v=mzGr2I4pBzU>

Children's rights – video in English and Greek

<https://www.youtube.com/watch?v=jCT6AjmiFZ4>

convention-rights-child-text-child-friendly-version.pdf

<https://www.unicef.org/media/60981/file/convention-rights-child-text-child-friendly-version.pdf>

Contributed by Christiana Stavrou and Yiota Panayiotou, Cyprus Observatory on School Violence - Cyprus Pedagogical Institute

Learning experience 13: Human rights against bullying

Age of the students

10-14

But can be adapted to the age of the students

Duration

80 min

Learning intention

The lesson plan aims to help students:

- relate human rights to bullying situations
- understand that violence and bullying, not only physical but also verbal and emotional, is a human rights violation
- analyze different responses to bullying

Students can acquire the following key competences:

- cooperation
- working in groups
- critical thinking
- problem solution based on a scenario
- role playing
- recognition and respect of human rights in everyday life
- relate human rights to bullying situations

Resources

- Poster of the CRC
- the poster that the students have created during the previous lesson plan
- a list with the country's help lines and organizations that can help in certain situations (Help lines, police, cyber safety, child support organizations, services in the local community where children can turn to for support etc).

Warm up

Students are set in a circle. The teacher asks students to stand up if their name begins with an A, a C, a K etc. Students, who stand up, add in front of their name one word that begins with the same letter as the initial of their name and that describes them. For example Happy Helen, Creative Costas etc. Students explain why they have chosen the certain characteristic.

Description of the activity

-At first, the teacher salutes his/her students and explains them that today they will have the chance to work in groups, cooperate and take action (be active citizens).

-The teacher introduces to students the following scenario:

"A friend of yours is calling names one of your classmates who is a very good student and does not like playing football. Your friend is sending him nasty text messages and forcing him to give him/her things. If your classmate refuses to give him/her things, he/she pushes or hitting him. These things happen regularly and your classmate is not feeling good with the situation."

-Having in mind the Convention on the Rights of the Child and the poster that the students have created during the previous lesson plan the teacher asks the students to come up with the rights of the child, which are not respected in this scenario.

'States Parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has the care of the child.' **Article 19, Convention on the Rights of the Child.**

19. Protection from violence

Governments must protect children from violence, abuse and being neglected by anyone who looks after them. Convention on the Rights of the Child: **The children's version**

-The teacher then divides the students in groups (recommended to form the same groups as the previous lesson) and asks them to create a mini play, beginning with the above scenario and giving their own ideas for action.

Each group present its play to the class.

After all groups have presented their plays, the teacher encourages a discussion on the different responses/actions of the groups. During the discussion the teacher emphasizes on the people (significant others) that students can ask for help. Where can students who are bullied find help and support? In this point it is very important to give to the students information about help lines or organizations that can help them in certain situations (Help lines, police, cyber safety, child support organizations, services in the local community where children can turn to for support etc). The teacher problematizes students if the situation should be treated differently if the friend was not pushing or hitting the classmate. At this point, an introduction of the different kinds of bullying - physical – verbal – emotional etc, should be made. (All kinds of bullying and violation of human rights should be treated immediately and all student should feel safe and happy in school, enjoying all their rights.)

-Then, if time is left, the teacher encourages students to think real experiences, focusing on bullying or violence, which they have experienced or observed. The teacher, at this point must be very careful, in order to avoid personal data come up during the discussion.

By the end of the lesson students must be aware of “What can they do when violations of their rights occur?” and “Who are their allies in claiming their rights?”

Annexes, Resources and Video resources

convention-rights-child-text-child-friendly-version.pdf

<https://www.unicef.org/media/60981/file/convention-rights-child-text-child-friendly-version.pdf>

the poster that the students have created during the previous lesson plan

Contributed by Christiana Stavrou and Yiota Panayiotou, Cyprus Observatory on School Violence - Cyprus Pedagogical Institute

Learning experience 14: Rights and Responsibilities

Age of the students

10-14

But can be adapted to the age of the students

Duration

80 min

Learning intention

The lesson plan aims to help students:

- clarify that everyone meets violence in everyday life in many ways
- emphasize the responsibility to respect and defend each other
- take personal responsibility and change things.
- feel empathy for everyone in class and school.

The main competences to be acquired are:

- critical thinking
- problem solution based on a scenario
- recognition and respect of human rights in everyday life
- relate human rights to bullying situations
- active listening
- active citizenship

Resources

Chart cardboard paper (and worksheets)

Computer and projector

Role cards

Notebooks

Computer, Projector

For the extra activity with the mobile:

Blanked figures for each student

Scissors

Hanger/hula hoop/ wooden stick for the extra activity with the mobile

Coloring materials

Colored ribbons

Preparation

The teacher has to prepare the role cards for the Step forward activity. Role cards state the roles (John, John's friend, Andreas, other classmate).

Furthermore, he/she has to prepare the two column cardboard chart and prepare and multiply

the worksheet that the students will use.

Activity

-At first, the teacher salutes his/her students and explains them that today they will have the chance to emphasize on human rights through a fun activity and realize that they can take action in order to change things.

-The teacher uses the same scenario as in the previous lesson: "A friend of John is calling names one of his classmates (Andreas), who is a very good student and does not like playing football. John's friend is sending him nasty text messages and forcing him to give him/her things. If John's classmate refuses to give him/her things, he/she pushes or hitting him. These things happen regularly and John's classmate is not feeling good with the situation." A discussion is made on the roles that take part in the scenario.

Then he/she gives students role cards (John, John's friend, Andreas, other classmate) and asks them to stand up and get in a line beside each other. He/she explains that he/she is going to describe some things that might happen to a child. If they think that the statement would be true for the person in their role card, then they should take a step forward. Otherwise they should not move.

Then the teacher reads out the situations one at a time and pauses between each statement to allow the students time to step forward.

Statements:

You are not teased or excluded because of your different interests.

You belong to after-school clubs and sports.

You think that other students like you and want to be friends with you.

You are not afraid in school.

You have never felt discriminated.

You think that all kids in your class feel safe and appreciated.

You have friends at school and you feel good to invite them for dinner or to sleep over at your home.

You are not afraid of being teased or attacked in the streets, at school or where you live.

You feel appreciated for what you can do and encouraged to develop all your abilities.

You think you can do something to help any classmate that is being teased.

You are willing to do something in order to help any classmate that is being teased.

By the end of the statements, the teacher invites them to look around to see where others are.

-At the end of the Step forward activity, the teacher invites everyone to sit down in his or her final position. Then he/she asks each student in turn to describe their assigned role. After the students have identified themselves, the teacher asks them to observe where they are at the end of the activity and where other students are.

Discussion is followed based on the following questions:

How did you feel stepping forward-or not stepping forward?

Every child in the class of the above children live, work and play with comfort and safety?

Things are fair for everyone in this situation/activity?

All students' rights were respected?

-The teacher then asks students to close their eyes, become themselves, stand up, and return to their seats.

Then he problematizes students if they can take action in order to help and make sure that every child in their school or in their community live, work and play with comfort and safety?

Then he/she presents a two columns chart. One column is for Rights and one for Responsibilities.

On the first column statements like the following are written:

Everyone has the right to be treated fairly.

Everyone has the right to participate in class/school activities.

Everyone has the right to express his/her opinion in work groups.

Everyone has the right to feel happy at school.

Everyone has the right to feel safe at school.

Everyone has the right to play with the other kids.

Everyone has the right to work in a silent classroom.

Everyone has the right to be appreciated for what he/she can do.

Everyone has the right to feel that he/she belongs in the class.

(Other statements can be written to fit each class situation)

For each listed right, the teacher asks students to write in their notebooks or in a worksheet that he/she provides them, specific responsibilities every individual in school has, in order to make sure that everyone enjoys that right. Write in the Responsibilities column "I have the responsibility(not to exclude someone from participating or to include everyone in the game etc.)" or "I should/must"

When students finish completing the chart, announce their responsibilities and the teacher writes some responses on the class chart and hang it in a prominent place in the classroom.

The teacher emphasizes that rules and responsibilities help us to live in communities in a way that everyone's rights are respected, keep us safe and healthy. Each of us has a responsibility to think and act, in order not to violate other people's rights or in order to stop the violation of other people's rights. Individual actions and change contributes to the global change. At this point the teacher presents the short story with the starfish:
<https://www.youtube.com/watch?v=1wuSaNCIde4>

Connection with the community activity:

The teacher asks students to talk with their parents at home and write in their notebooks two situations that they have experienced or that they may experience in the future, in their everyday life in the community, and have to do with violations of human rights. How they could or they can react, in order to help all community members enjoy their human rights.

Idea for extra creative activity:

Create a mobile to decorate the class. Each student takes a color paper with a blank figure and cut it out. He/she writes on one side a right and on the other side a responsibility and decorates it. Then all figures are hanged on a hula hoop or on a hanger or on a wooden stick with colored ribbons.

ANNEXES, RESOURCES AND VIDEO RESOURCES

Video: <https://www.youtube.com/watch?v=1wuSaNCIde4>

CONTRIBUTED BY Christiana Stavrou and Yiota Panayiotou,
Cyprus Observatory on School Violence - Cyprus Pedagogical Institute

Learning experience 15: Do you know our Values?

Age of the students

10-14

But can be adapted to the age of the students

Duration

80 min

Learning intention

The lesson plan aims to help students:

- identify and understand which is the meaning of values and which is the definition of coral values that Safer project is based on: diversity, respect, social justice, empathy, self-esteem, care, agency, fairness
- cooperate, bond, exchange ideas and arguments about the importance of cultivating/nurturing values by the family and/or by school or not having them at all in the context of a “debate”
- improve their verbal speech and understand the importance of being argumentative, instead of conflicting.

The main competences to be acquired are:

- cooperation
- working in groups
- critical thinking
- definition and recognition of values
- development of written and verbal speech
- debate

Resources

Pieces of paper with written colors green, red, blue

Computer, Projector, white board, markers

Word puzzle

Pictures with definitions in callouts

Note papers and pens for students

Preparation

The teacher writes on small pieces of papers the colors green, red, blue in order to be able to have three groups of students. He/She will use them to divide the students in three groups.

The teacher has also to prepare and multiply the word puzzle the students will use. The word puzzle will include words that represent different values. Among them, the core values SAFER Project promotes must be included: diversity, respect, social justice, empathy, self-esteem, care, agency, fairness.

In addition, the teacher should prepare the callouts with the definitions of SAFER values that he/she will project on the board.

The teacher is important to make sure that the students will be randomly divided into groups by the color they will choose and that no one will change group.

He/She must explain from the beginning that they will all work cooperatively in their groups, that everyone has the right to talk and express ideas and that they will remain as quiet as possible during their discussions.

During the process, the teacher helps the students when needed and encourages them to participate.

It is important for everyone to respect each other during the process, to listen and to wait their turn to talk.

Warm up:

The teacher explains that all students will be divided in three groups randomly. He/She walks through the classroom with the box with the pieces of paper and asks every student to choose one. Then, the students sit together as groups: "Greens", "Reds" and "Blues".

Activity

- At first, the teacher salutes his/her students and explains them that today they will have the chance to work in groups, cooperate, discover new knowledge and have fun.

- The teacher gives students the "**Values Word Puzzle**" without telling them that they try to find words that represent values. He/She just ask students to work in their groups and find in the puzzle as many possible words as they can, giving them 5-6 minutes. The teacher makes sure to keep the time. When time is up, the teacher collects the puzzles from each group. Then he/she asks the student that was born first from each group to take his/her group puzzle and write on the white board the words they have found. The team that have found most words is the winning team.

VALUES WORD PUZZLE

A	D	R	E	S	P	O	N	S	I	B	I	L	I	T	Y	I
K	N	D	R	O	H	J	S	X	Z	T	Y	O	E	P	H	L
F	A	A	P	F	Z	L	O	Y	A	L	T	Y	A	W	T	D
A	P	A	V	G	T	F	K	J	L	M	R	E	S	J	G	R
S	E	Q	S	O	C	I	A	L	J	U	S	T	I	C	E	R
E	A	W	B	Q	E	A	V	F	G	R	V	X	N	L	M	Y
L	C	G	H	T	V	P	A	T	I	E	N	C	E	Q	P	I
F	E	B	K	P	A	P	T	F	I	S	L	P	I	O	A	O
E	D	D	I	V	E	R	S	I	T	Y	Q	X	Z	N	T	D
S	F	H	N	I	L	A	O	M	N	S	D	G	J	L	H	B
T	G	K	D	B	P	S	D	R	Y	T	U	O	P	L	Y	N
E	H	O	N	E	S	T	Y	P	O	I	U	Y	R	A	E	M
E	J	L	E	F	O	R	L	J	K	C	G	F	D	G	A	Q
M	K	P	S	S	I	U	C	V	F	A	I	R	N	E	S	S
P	L	T	S	E	I	S	X	Z	H	R	E	E	G	N	H	A
O	Y	Y	T	A	R	T	I	O	P	E	Q	S	C	C	V	Z
I	T	B	E	U	W	F	Q	W	E	R	T	P	U	Y	O	L
U	R	M	O	D	E	S	T	Y	L	J	G	E	K	S	D	O
Y	W	A	N	L	Q	H	G	V	T	B	A	C	E	W	Q	V
T	O	A	M	W	F	R	E	E	D	O	M	T	R	T	B	E
R	P	C	O	U	R	A	G	E	X	J	G	L	O	S	P	O

VALUES WORD PUZZLE

A	D	R	E	S	P	O	N	S	I	B	I	L	I	T	Y	I
K	N	D	R	O	H	J	S	X	Z	T	Y	O	E	P	H	L
F	A	A	P	F	Z	L	O	Y	A	L	T	Y	A	W	T	D
A	P	A	V	G	T	F	K	J	L	M	R	E	S	J	G	R
S	E	Q	S	O	C	I	A	L	J	U	S	T	I	C	E	R
E	A	W	B	Q	E	A	V	F	G	R	V	X	N	L	M	Y
L	C	G	H	T	V	P	A	T	I	E	N	C	E	Q	P	I
F	E	B	K	P	A	P	T	F	I	S	L	P	I	O	A	O
E	D	D	I	V	E	R	S	I	T	Y	Q	X	Z	N	T	D
S	F	H	N	I	L	A	O	M	N	S	D	G	J	L	H	B
T	G	K	D	B	P	S	D	R	Y	T	U	O	P	L	Y	N
E	H	O	N	E	S	T	Y	P	O	I	U	Y	R	A	E	M
E	J	L	E	F	O	R	L	J	K	C	G	F	D	G	A	Q
M	K	P	S	S	I	U	C	V	F	A	I	R	N	E	S	S
P	L	T	S	E	I	S	X	Z	H	R	E	E	G	N	H	A
O	Y	Y	T	A	R	T	I	O	P	E	Q	S	C	C	V	Z
I	T	B	E	U	W	F	Q	W	E	R	T	P	U	Y	O	L
U	R	M	O	D	E	S	T	Y	L	J	G	E	K	S	D	O
Y	W	A	N	L	Q	H	G	V	T	B	A	C	E	W	Q	V
T	O	A	M	W	F	R	E	E	D	O	M	T	R	T	B	E
R	P	C	O	U	R	A	G	E	X	J	G	L	O	S	P	O

- When all the words are written on the board, the teacher encourages students to find out what they have in common. By that, they will come up with the fact that all words are Values, so the teacher will explain that all the activities of the lesson will give them the chance to discuss and discover the importance of Values. He/She encourages them to try and find the definition of

Values and if the students consider them as an important aspect of their life (Brainstorming discussion: 'What are values' "Are they important?", "Why?"). Then, the teacher circles on the board the **SAFER values: diversity, respect, social justice, empathy, self-esteem, care, agency, fairness** and asks students to write them in their notepapers.

- The teacher presents on the white board pictures with callouts referring to the definition of each value, asking the students to find out which definition refers to which value.

The graphic is titled "VALUES" in large, light grey letters in the background. It contains eight callouts, each with a definition of a value:

- Orange cloud:** ... is the fair treatment of all people in a society.
- Green speech bubble:** ... is the attention that is given to something or someone, so that they are looked after, protected or dealt within the right way.
- Blue speech bubble:** ... is the ability to understand and share the thoughts and feelings of another.
- Yellow cloud:** ... is the quality of treating people equally or in a way that is right or reasonable.
- Red speech bubble:** ... is the overall sense of personal value and self-worth.
- Purple speech bubble:** ... is a satisfying mix of ideas, cultures, races, genders, economic statuses and other characteristics.
- Pink cloud:** ... is due regard for the feelings, wishes, or rights of others.
- Grey speech bubble:** ... is the feeling of control over actions and their consequences to others.

Cyprus Observatory on School Violence

Then the teacher explains that the three groups will participate in a debate, as follows:

Group 1-Greens: “Family is responsible for the “cultivation” of values to children”

Group 2-Reds: “School is responsible for the “cultivation” of values to children”

Group 3-Blues: “It is not important to have values in our lives; either family or school have to “cultivate” them”.

The teacher gives time to each group to prepare their arguments, asking them to work as quietly as possible. He/She also walks through each group providing help if necessary.

- When the groups are ready, the debate starts. The teacher facilitates the whole process, giving each group the chance to speak, exchange ideas and arguments, asking questions, explaining etc. He/She also makes sure that everyone respects the other and his/her opinion.

- The whole activity should allow students to express ideas in order to “win”, such as:

- ✓ Family is the only one responsible to teach the child to have values, since they are cultivated by the time of birth. /Everyday life, experiences and relationships between the members of the family help a child have values. /If parents do not have values, a child will never have them etc.
- ✓ School plays the most important role in cultivating values to a child because of its educative role. /The children spend most of their time in school, they have many teachers, they learn many things and values, is something they are taught. /Teachers by using examples and activities will help students have values/School’s curriculum includes teaching of values etc.
- ✓ We do not need to have values in our lives. /No one, neither family nor school can teach us values if we do not want. /Nowadays everyone should try to be happy by doing whatever he/she wants, without considering the others/Being selfish is the best, after all everyone cares about himself/herself etc.

- At the end of the debate, the students should understand that every group expressed good ideas and through the discussion that will follow, they will end up with the important conclusion: We need to have values; they are important; they allow us to communicate with each other and have healthy relationships. In addition, both family and school have the responsibility cultivating them to students and not teaching them as a lesson: **Values are principles and standards of behaviour that someone cultivates through a continuous process in their whole life**, that will help them avoiding conflicts or any other form of violence inside and outside school.

- The lesson ends with a video about Values:

<https://www.youtube.com/watch?v=om3INBWfoxY>

or

<https://www.youtube.com/watch?v=cZM9Z4vM-iM>

Note

It is important to note that the teacher should be a facilitator through the whole lesson and that he/she should be imbued with the same values he/she is called up to “teach”/cultivate to the students.

**CONTRIBUTED BY Christiana Stavrou and Yiota Panayiotou,
Cyprus Observatory on School Violence - Cyprus Pedagogical Institute**

Learning experience 16: Promoting Respect and Diversity

Age of the students

10-14

But can be adapted to the age of the students

Duration

80 min

Learning intention

The lesson plan aims to help students:

- understand that diversity is a characteristic of modern societies and of their school too, since schools are considered as “small societies”
- understand that all people are different, but at the same time if there is respect among them they can live and communicate harmoniously.

The main competences to be acquired are:

- critical thinking
- tolerate and respect on diversity
- development of written and verbal speech
- problem solving
- story telling

Resources

White board

Computer - Projector

Notebooks and pens/pencils for the students

Preparation

Preparation:

The teacher has to prepare a Power Point Presentation with the story of “Seven colored knights” (Esteve Puhol i Ponsi, Ines Louz Gonzalez, 2003, 20 Values of Life).

Warm up:

The teacher asks each student to say his/her name, the color of his/her hair, his/her origin and one characteristic he/she considers that represents him/her better. Eventually, they will all see that they have differences (appearance, character), but they are members of a classroom and a group of friends.

Activity

At first, the teacher salutes his/her students and explains them that today they will participate in a very interesting activity, referring to diversity and respect.

- The teacher projects on the board the story "Seven colored knights" (Esteve Puhol i Ponsi, Ines Louz Gonzalez, 2003, 20 Values of Life), adapted in a short version:

"Once upon a time seven knights lived at the Kingdom of Colors: the Red, the Yellow, the Green, the Blue, the Orange, the Purple and the Light Blue. They were all very brave and proud of their color. They thought that each of them was better than the other; they used to spend many hours admiring themselves on the mirror and considering that all the other knights had only flaws. Therefore, they were fighting all the time about their advantages.

One day the King decided to give them a lesson. He asked them to decorate the palace for the marriage of his daughter. Once again, the knights due to their vanity could not cooperate and agree and started fighting, because each one thought that was better than the other was.

The King got angry and gave the order to his servants to expel the knights from the palace. The servants gathered and tied the knights and send them away, beyond the clouds. Then something magical happened: the knights formed upon the sky the most beautiful rainbow anyone has ever seen. Everyone at the kingdom admired the colorful rainbow and how all the colors together seemed to combine the picture of a warm flame, a basket of oranges, a sun ray, a piece of forest, the sea, a basket of ripe grapes and the sky in the afternoon, at the same time."

- When the story ends the teacher asks students questions such as:

- a. What do you think about the story, do you like it, have you ever heard it before?
- b. Who are the main characters?
- c. How was the rainbow formed?
- d. What is the meaning of the story? How the story is related with the activity, we had at the beginning of the lesson? (The knights show that diversity makes life beautiful. We all are different, but also the same. Together we can be creative. Respecting each other allows avoiding conflicts. We all have positive characteristics that does not mean we are better or perfect.)

- Then the teacher asks students to think and discuss all together the positive characteristics that each knight used during their fights, depending on his color. For example, for the Red knight, they could think that he is better and beautiful because he has the same color with strawberries, cherries, red roses or red is a warm color representing the flames of fire. The teacher makes sure to write students' opinion on the board and gives them time to write them on their notebooks too.

- At the end of the activity, the students discuss how the values of diversity and respect help them to avoid conflicts and protect them against violence and bullying. Based on that the teacher asks students to write short dialogues that could happen between students in school, that show respect on diversity.

- Before closing, the teacher assigns students the following possible activities as homework:

- a. to write and prepare the scene with the fight that ends up with the formation of the rainbow, Some students could play the scene in the classroom one of the next days.

- b. to make a poster or a drawing of their favorite part of the story,
- c. to write a different ending of the story.
- d. to write their own story about diversity.

**Quote of the day: "People need diversity. Two "you" in the same city it would be crowded.
(Nikolas Smirnakis, Greek writer)**

**CONTRIBUTED BY Christiana Stavrou and Yiota Panayiotou,
Cyprus Observatory on School Violence - Cyprus Pedagogical Institute**

Learning experience 17: The Values of Social Justice- Fairness/Empathy-Agency/Self-esteem-Care

Age of the students

10-14

But can be adapted to the age of the students

Duration

2 X 80 min

Learning intention

The lesson plan aims to:

- promote and cultivate to students the core values of Social justice-Fairness, Empathy-Agency, Self-esteem-Care
- promote cooperation
- help students recognise their feelings and the feelings of others.

The main competences to be acquired are:

- critical thinking
- development of written and verbal speech
- problem solving
- working in groups
- active citizenship

Resources

- Cards
- Pictures
- Articles
- Colored cardboards
- Colored sticky notes
- Markers
- Computers/tablets

Preparation

Preparation:

The teacher has to prepare the cards he/she will use to divide students in three groups. He/She must choose three card postals/drawings and cut them in big pieces, depending on the number of students he/she wants to have in every group.

He/She will, also, has to prepare the articles, pictures, cardboards the students will use during their activities.

Warm up:

The teacher explains the way the students will be divided into groups. He/She asks the students to stand in a circle; he/she throws down the pieces of the cards/drawings and asks students to choose one. Then the students must find the other students that their pieces shape the same card/drawing.

Each group will engage in a different activity, related to different values:

Group 1: Social Justice-Fairness

Group 2: Empathy-Agency

Group 3: Self-esteem-Care

Activity

- At first, the teacher salutes his/her students and explains them that today they will cooperate and participate to different activities.

Group 1: Social Justice and Fairness

“There is nothing more unequal than the equal treatment of unequal people”, Aristotle.

World Social Justice Day: 20th of February

The teacher provides the group with:

- recent articles that refer to news of incidents of injustice in their country,
- the picture of the statue of Justice,
- the picture of equity/justice,
- the picture of holding hands.

The teacher asks students to study all of the above and make a presentation referring to:

- what is social justice and injustice; what is fairness/unfairness,
- are there incidents of injustice in their country? What are the reasons?
- how is social justice connected to human rights?
- what happens when injustice prevails? Which are the consequences to people and societies?

All the above, should be linked with the articles and the pictures given. The results should be presented to the whole classroom.

Group 2: Empathy-Agency

The teacher gives to the students of the group the words “Empathy” and ‘Agency” written with

big letters on an A4 piece of paper and asks them at first, to write the definitions of the words and then think of 1-2 examples of simple everyday incidents that refer to those values. The teacher makes sure to facilitate/guide them if needed.

When they are done, the teacher gives them the examples he/she has prepared (written on coloured cardboards) and guides them to work as follows:

Example 1

One student gets bullied in the school yard. Some other students push and make fun of him/her because of his/her clothes and his/her glasses. You are in front of this incident. Think of the following:

- How does the student feel? Try to get into his/her shoes.
- What can you do to show empathy? What words can you use to show that? What steps do you follow?
- What is your overall reaction?
- Do you take action to help him/her? Do you report the incident?

Example 2

Your best friend fails to get into the football/basketball/volleyball team of your school. On the contrary, you have succeeded to enter the team. Think of the following:

- How does your friend feel and how do you feel?
- What can you do to show empathy? What words can you use to show that? What steps do you follow?
- What do you decide to do in order to make him feel good, since he/she is going to watch you playing the rest of the year?

Example 3

One new student came to your classroom in the middle of the year. He/She has just moved in your town because his/her parents found new jobs. He/She said from day one that he/she didn't want to change city or school and he/she sits all day alone either in the classroom or during breaks, focused on his/her phone. Think of the following:

- How does he/she feel?
- What do you think he/she needs?
- What can you do to show empathy? What steps do you follow?
- Do you take action on your own or with your group of friends?

The teacher makes sure to provide students with colored sticky notes in order to write on them their thoughts.

The results should be presented to the whole classroom.

Group 3: Self-esteem-Care

The teacher gives to each student of the group a piece of a colorful cardboard (all the same color) with three columns: positive characteristics/negative characteristics/my goals for the future. Each student should write 4 positive/4 negative characteristics of himself/herself and the goals he/she sets for the future. When the students are done, they put their cardboards in the middle of their circle shuffled and each one takes and reads a cardboard. The other students should guess which cardboard refers to whom student.

Then, using computers or tablets, the students should look and find information about people that succeeded in life and achieved their goals due to their self-esteem and taking care of themselves.

Then the students should present to the whole classroom the stories they had found about those people.

- When the three groups are done with their activities, they present their work to the classroom, with the teacher being a facilitator through the whole process.

**CONTRIBUTED BY Christiana Stavrou and Yiota Panayiotou,
Cyprus Observatory on School Violence - Cyprus Pedagogical Institute**

Learning experience 18: The United Nations Convention on the Rights of the Child

Age of the students

8-12

Duration

2-3 hours

Learning intention

Make students recognising their own and others' rights and responsibilities in order to minimise the risk of bullying; contributing to their own and others' well-being, by an awareness of individual rights and responsibilities; respecting their rights and the rights of others

Resources

Copysheet: **The United Nations Convention on the Rights of the Child**

Copysheet: **Code of Students' Rights**

Activities

Give each group Copysheet: **The United Nations Convention on the Rights of the Child**. Invite them to read and discuss the rights.

Then ask your students:

Why do you think the United Nations developed this Convention on the Rights of the Child?

Do you think that generally children and young people's rights are upheld in your country? Why, or why not?

Do you think that in this school and community young people's rights are upheld? Why, or why not?

Do you think the young person who bullies has rights as well? Why, or why not?

What would need to happen here to ensure everyone's rights were respected?

What can young people do if they feel their rights are being infringed?

Then, working in different groups, invite students to consider Copysheet: **Code of Students' Rights**. They then adapt these to make a suitable code for their school.

The class may like to come up with one definitive Code, which could be taken to the principal of the school.

**Contributed by Maria Rita Bracchini, Fondazione Hallgarten Franchetti
Centro Studi Villa Montesca**

Copsheet: The United Nations Convention on the Rights of the Child

Adopted by the United Nations in November 1989.

Here is a brief summary of the Convention. The actual wording can be accessed from the United Nations website at <http://www.un.org/documents/ga/res/44/a44r025.htm>

Definition of a child	Article 1: A child is a person under the age of 18, unless their country's laws say that the age of majority is earlier.
Non-discrimination	Article 2: All UNCROC rights apply to all children, no matter who or where they are. The Government is responsible for protecting them from any type of discrimination and for acting to promote their rights.
Best interests of the child	Article 3: All actions that involve children should be taken with their best interests in mind. The Government should look after children when their parents or anyone else responsible for looking after them do not.
Implementation of rights	Article 4: The Government must do all it can to implement the rights in this Convention.
Parental guidance	Article 5: The Government must respect the rights and responsibilities of children's families to provide guidance for them in a way that suits children's changing abilities.
Survival and development	Article 6: Every child has the right to life, and the Government is obliged to make sure that they survive and develop.
Name and nationality	Article 7: Children have the right to a name when they are born. They also have the right to a nationality and, as much as possible, to know their parents and be cared for by them.
Preservation of identity	Article 8: The Government is obliged to protect and, if necessary, re-establish basic aspects of the child's identity. This includes their name, their nationality and any family ties.
Separation from parents	Article 9: Children have a right to live with their parents unless it is decided that this is not the best option for them. Children have the right to maintain contact with both parents if they are separated from them.

Family reunification	Article 10: Children and their parents have the right to leave any country and enter their own country to reunite with their families or maintain their relationship with their parents.
Illicit transfer and non-return	Article 11: The Government is obliged to prevent and act on kidnapping or any other act that keeps a child away from their own country whether by their parent or anyone else.
The child's opinion	Article 12: Children have the right to express their opinion freely and to have that opinion considered in anything that affects them.
Freedom of expression	Article 13: Children have the right to express their own views, get information and tell others about their ideas.
Freedom of thought, conscience and religion	Article 14: The Government should respect children's right to freedom of thought, conscience and religion, with appropriate parental guidance.
Freedom of association	Article 15: Children have the right to meet with others and join or form groups.
Protection of privacy	Article 16: Children have the right to protection from interference with their privacy, their family, their homes and correspondence, and from illegal attacks on their honour or reputation (slander or libel).
Access to appropriate information	Article 17: The Government should make sure that children have access to information and material from a wide range of sources. It should also encourage the media to produce and distribute information that is good for children, and take steps to protect children from harmful material.
Parental responsibilities	Article 18: Parents are jointly responsible for raising their children, and should do what is best for them. The Government should provide appropriate help to parents in bringing up their children.
Protection from abuse and neglect	Article 19: The Government should protect children from all types of mistreatment by parents or anyone else responsible for their care and set up programmes to prevent abuse and mistreatment.
Protecting children who do not have a family	Article 20: The Government is obliged to provide special protection for children who do not grow up in their family or have to stay with someone else for a while, and to make sure that they have appropriate alternative care according to their cultural background.
Adoption	Article 21: Governments that allow adoption should let it happen only if it is right for the child, and then only when there are competent organisations to manage it, and appropriate safeguards for the child.
Refugee children	Article 22: Refugee children or children seeking refuge should be given special protection. The Government is responsible for co-operating with international organisations that protect and help refugee children.

Children with disabilities	Article 23: Children with disabilities have the right to special care, education and training to help them live a full and decent life with dignity and achieve the greatest possible level of self-reliance and involvement in society.
Health and health services	Article 24: Children have the right to the best possible health and medical care. The Government should focus on providing primary and preventive health care and public Health education and on reducing infant deaths.
Reviewing placement	Article 25: Children who are placed away from their parents to get the right care, protection or treatment are entitled to have that placement reviewed regularly.
Social security	Article 26: Children have the right to social security, including benefits (depending on their circumstances).
Standard of living	Article 27: Children have the right to a standard of living that is adequate for their physical, mental, spiritual, moral and social development. Parents have the main responsibility for this; the Government has a duty to make sure they can, and do, provide this.
Education	Article 28: Children have the right to education. The Government should make sure that primary education is free and compulsory, encourage different types of secondary education, and make higher education available to everyone who has the ability for it. School discipline should be consistent with the child's right(s), and the Government should encourage children to go to school and not to drop out.
Aims of education	Article 29: Education should aim to develop children's personality, talents and mental and physical abilities as much as possible. It should prepare children for an active adult life in a free society and encourage respect for their parents, their own cultural identity, language and values, and for others' cultural backgrounds and values.
Children from minority or indigenous populations	Article 30: Children who come from ethnic, religious and linguistic minorities, or who are indigenous peoples, have the right to enjoy their own culture and practise their own religion and language.
Leisure, recreation and cultural activities	Article 31: Children have the right to leisure and rest, to play and to take part in cultural and artistic activities.
Child labour	Article 32: Children have the right to be protected from work that is dangerous to their health, education or development. The Government should set minimum ages for work and set laws for working conditions.
Drug abuse	Article 33: Children have the right to protection from the use of drugs, and from being involved in producing or distributing them.
Sexual exploitation	Article 34: The Government should protect children from sexual exploitation and abuse, including involvement in prostitution and pornography.

Sale, trafficking and abduction	Article 35: The Government is obliged to make every effort to prevent the sale, trafficking and abduction of children.
Other forms of exploitation	Article 36: Children have the right to protection from all types of exploitation.
Torture and deprivation of liberty	Article 37: No child should be tortured, cruelly treated or punished, unlawfully arrested, or lose their freedom. People under the age of 18 should not get sentences of capital punishment or life imprisonment without any chance of release. Any child who is locked up (such as in prison) should be separated from adults unless it is not the best option for them. Children who are detained should have legal and other help as well as contact with their family.
Armed conflicts	Article 38: The Government should do everything it can to make sure that children under 15 years of age don't take direct part in wars or armed conflicts. No one under the age of 15 should be asked or permitted to join the armed forces. The government should also make sure that children who are affected by armed conflict are protected and cared for.
Rehabilitative care	Article 39: The Government is obliged to make sure that child victims of armed conflicts, torture, neglect, mistreatment or exploitation get appropriate treatment for their recovery and settlement back into society.
Administration of juvenile justice	Article 40: Children in trouble with the law have the right to treatment that promotes their sense of dignity and worth, takes their age into account and aims to help them get back to a normal life. Special laws and procedures should be set up to do this, including a minimum age for being charged with an offence. Children are entitled to be treated fairly (in accordance with the principles of natural justice) and to get legal or other help for their defence. Judicial proceedings and putting children in some type of institution are to be avoided as much as possible.
Respect for higher standards	Article 41: Any standards in national and international law that relate to children's rights and are higher than those in this Convention shall always apply.

Copsheet: Code of Students' Rights

Every student has the right to:

- have their best interests considered when decisions are made that affect them
- have their physical, emotional, spiritual and cultural well-being valued and promoted

- a high all-round standard of educational experience
- protection from physical, emotional and sexual harassment or abuse from peers or others while in the school environment
- be treated with respect and dignity by other people
- be given guidance and help in learning
- be disciplined in ways that are positive
- express their views, have a say in matters that affect them, present their side of a story and be treated fairly
- have matters of privacy protected
- have opportunities to take part in sporting, creative and other enjoyable activities
- be free from discrimination of any sort
- be included in school activities
- learn and interact in a safe environment
- associate with other students as they wish within the boundaries of school rules and legal rights
- retain their own property and have it treated with respect
- have their family/whānau informed and involved in matters that affect them
- be taught, and have demonstrated to them, respect for the rights of others and their responsibilities in relation to this.

PEDAGOGICAL TOPIC

How to teach students to communicate and solve conflicts

General description about the topic

Conflict is a disagreement or problem that happens between two or more people. It can happen to anyone, from best friends to enemies

Conflict resolution is an important skill that students need to learn – beneficial to them within the classroom as well as in everyday life. Not only will kids use conflict resolution in the classroom, they will also continue to use these skills as they grow. The conflict resolution skills they learn in elementary school will help them solve problems as adults. So how do we teach conflict resolution in the classroom?

Through the following learning experiences, students learn social-emotional skills by watching, practicing, and eventually adopting the behaviors for themselves. In particular, when there's a problem, it's important to address the problem in a peaceful way, understanding both sides of the situation. This is conflict resolution or peaceful problem solving.

Conflict resolution is an important skill to have, both in the classroom and in life in order to prevent bullying. By helping our students practice and adopt healthy ways of solving interpersonal problems, we help them succeed in other areas of their education and life as well.

Learning experience 19: Healthy groups and relationships

Age of the students:

9 - 14

Notes for the teacher

It is important to emphasise that it is very difficult for the victim to do anything to stop the bullying, other than tell someone about it.

Choose cartoons that are appropriate for your class.

This focus area gives students the opportunity to practise skills to overcome bullying. It is important that they do not practise the negative bullying behaviour, but rather the positive action to overcome it.

Learning intentions

At the end of this focus area students will be able to:

- identify the characteristics of healthy groups and relationships
- explain what it would be like to be in a healthy group or relationship.

Resources

Copysheet: **Qualities of Groups and Relationships** (the copysheet could be used as is, or could be cut up and made into sets for group work, allowing students to physically group the qualities)

Competences

Critical Thinking; Managing self; Relating to others; Participating and contributing; identifying the qualities of relationships that will lead to a sense of well-being; recognising the need for shared responsibility and mutual care within their class; developing care and concern for others

Activities

Write the terms **healthy** and **unhealthy** on the board. Discuss them to see how students interpret the terms. Brainstorm with the class words and phrases relating to 'healthy' and 'unhealthy' relationships or groups. Remember to include relationships and groups on the Internet. Write the brainstorm words on the board.

Give each individual student the Copysheet: **Qualities of Groups and Relationships that you can see below:**

Copysheet: Qualities of Groups and Relationships

secrecy honesty integrity confidentiality

manipulation caring bossy sensitive

narky revengeful passive angry anonymous

inactive aggressive optimistic detached

motivated accepting rejecting active inclusive

aggressive assertive loyal co-operative

welcoming warm cold obsessive

single-minded possessive peaceful selfish

withdrawn extroverted introverted pessimistic

dominant petty loud shy mean

interrupting sharing emphatic sympathetic

listening selfish supportive arrogant

Add other 'healthy' words from the board here:

Complete these sentences:

1. My description of a healthy group or relationship is ...

2. I think people who are in healthy groups and relationships would feel ...

3. I would like to be in healthy groups and relationships because ...

Ask the students to circle in red all the qualities of a relationship or group that was functioning in a healthy way. They can add other 'healthy' qualities from the list on the board. Each student then completes the three sentences at the bottom of the copsheet.

Or

Divide students into groups. Give each group a set of cards made from Copsheet: **Qualities of Groups and Relationships**. Invite the groups to sort the qualities into three piles: healthy, unhealthy, unsure.

Ask: If our classroom was functioning in a healthy way, what would we see happening?
What would we hear happening?
How would we feel?

Finally, invite students to talk about healthy relationships and groups with family and friends.

**Contributed by Maria Rita Bracchini, Fondazione Hallgarten Franchetti
Centro Studi Villa Montesca**

Learning experience 20: Bullying feelings: how to solve conflicts

Age of the students:

8 - 14

Duration

2 hours

Learning intentions

Developing Empathy; Recognising the need for shared responsibility to overcome bullying and support those who are bullied; Managing the emotions; Explaining that everyone has a role in preventing bullying;; Relating to others; Participating and contributing; Offering support for those who are being bullied; Developing a sense of social justice

Resources

Copysheet: **Cartoons**

Competences

Relating to others; Participating and contributing; identifying the qualities of relationships that will lead to a sense of well-being; recognising the need for shared responsibility and mutual care within their class; developing care and concern for others

Activities

Students can work in small groups for this activity. Give each group one of the cartoons. Choose cartoons that are more appropriate for your class.

Ask them to:

complete the speech bubbles to show how they think the characters are feeling

write in the box below the cartoon some appropriate action that characters in the scene other than the victim could do to stop the bullying.

It is important to emphasise that it is very difficult for the victim to do anything to stop the bullying, other than tell someone about it.

Copysheet: Cartoons



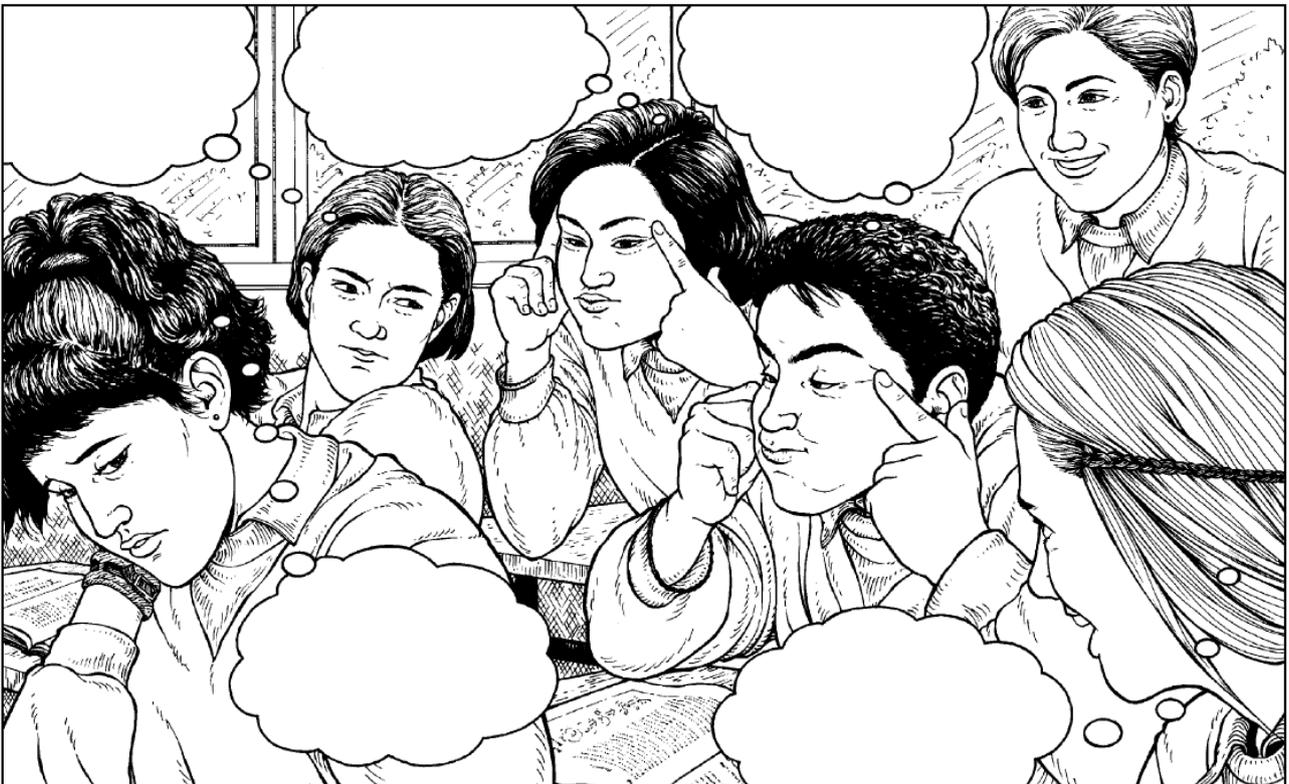
What could these people do to stop the bullying?



What could these people do to stop the bullying?



What could these people do to stop the bullying?



What could these people do to stop the bullying?

**Contributed by Maria Rita Bracchini, Fondazione Hallgarten Franchetti
Centro Studi Villa Montesca
Adapted from Bullying-Free NZ by
Bullying Prevention Advisory Group (BPAG), 2018**

Learning experience 21: When Relationships Go Wrong

Age of the students:

8 - 14

Duration

2 hours

Learning intentions

Students identify behaviour that they think is acceptable or unacceptable.

Resources

Copy sheet: "When Relationships Go Wrong"

Competences

Relating to others; Participating and contributing; identifying the qualities of relationships; recognising the need for shared responsibility and mutual care within their class; developing care and concern for others

Activities

Students can work individually, in pairs or small groups. Hand out Copy sheet "When Relationships go Wrong"

Students discuss each situation and decide if it is acceptable or unacceptable behaviour.

Take reports back from each group. After each situation, ask:

Was there any additional information you would have liked to know to help you make your decision?

Why do the people doing the bullying behave this way?

How does this make the person being bullied feel and behave?

**Contributed by Maria Rita Bracchini, Fondazione Hallgarten Franchetti
Centro Studi Villa Montesca
Adapted from Bullying-Free NZ by
Bullying Prevention Advisory Group (BPAG), 2018**

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When Relationships go Wrong

Consider each situation. Decide if it is acceptable or unacceptable behaviour and tick the appropriate column.

Situation	Acceptable Behaviour	Unacceptable Behaviour
The teacher orders students to remove rubbish from the classroom.		
After going out for 6 months one partner says it's all over if we don't have sex tonight.		
When a girl's relationship with her boyfriend breaks down she posts abusive, threatening comments about him on the Bebo page.		
Mum always decides what the family has for tea, regardless of what everyone else thinks.		
One friend always decides what the group will do on the weekend.		
Ben only ever gets half a game.		
The boss favours some of the workers over others.		
Dad refuses to allow Mum's mother to come to stay.		
The school councillor tells Mandy to get over it when she complains that other students call her 'lezzie'.		
The coach always gets Carl to put away the gear bag.		
Nan always gives one brother good birthday presents, while the other gets underwear or handkerchiefs.		
Johnno always gives his mates 'dead arms'.		
Kids in the class call one girl 'coconut'.		
They wolf whistle every time Mandy gets into her PE gear.		
When anything goes wrong, the other workers gang together and say it was the newest worker who did it.		

PEDAGOGICAL TOPIC

Empathy - Management of Emotions as Soft skill / relationship with Life Skills

General description about the topic

Every person, throughout their life, experiences various emotions, pleasant or unpleasant. Children, like adults, experience intense, pleasant and unpleasant emotions, although at a young age, they do not have the necessary skills to deal with difficulties.

Frijda (1986, 2007) defines emotion as anything a person feels when evaluating an event and is usually accompanied by behavioural or physical changes. Depending on their feelings at the time, they are ready to act in order to establish, maintain or end a relationship with the environment.

School age children are able to understand the complexity of emotions, to realize that different situations or aspects of the same situation can create pleasant or unpleasant feelings for them, as well as that their emotions do not depend only on the current situation, but are also influenced by thoughts, feelings and expectations of the past (Gnepp, 1989 in Hadjichristou et al., 2013).

In addition, they realize that in a given situation emotions can vary depending on the outcome, that different children may have different emotions in the same situation, and that emotions may vary depending on the time they occur (Gnepp & Klayman, 1992 in Chatzichristou et al., 2013).

According to research and data from the international literature, the emotions that children feel during school age are closely related to the learning process. The pleasure that comes from learning, the boredom that students experience in the classroom during teaching, their anger, frustration or despair when they have to do difficult tasks are some examples of emotions that arise in the learning process. Also, emotions such as hope, anxiety, and pessimism are related to the result of students' efforts. (Chatzichristou Ch., Et al., 2013).

Many children, however, experience emotions that are created when they are confronted with unpredictable situations and experiences that make them often feel helpless.

According to research data, when school communities emphasize the promotion of children's social and emotional skills, there is an improvement in students' academic performance, a reduction in behavioural problems, an increase in the ability to create and maintain healthy and close interpersonal relationships, as well as problem solving and decision making (Elias et al., 1997; Zins, Weissberg, Wang, & Walberg, 2004 in Hadjichristou et al., 2013).

Understanding emotions is inextricably linked to the development of empathy.

Empathy is the capacity to understand and share emotions, thoughts and behaviour in a situation that requires emotional participation (Malikiosis - Loizou, 2003).

According to Greenberg & Elliott, empathy is an attitude and is demonstrated through one's behaviour towards another, trying to operate within the internal frame of reference of their

interlocutor and remain in empathetic contact with their inner world as well (Greenberg & Elliott, 1997).

The concept of empathy is connected but composes only one part of what we call "emotional intelligence" (Goleman, 1995). Empathy alone cannot bring about changes in the way a person thinks and behaves. For emotionally involved people, we target 5 areas, one of which is empathy. Emotionally involved people need to be self-aware, that is, aware of their emotions through continuous self-assessment of what they are feeling, when and why. They must have self-control, self-discipline, reliability and conscientiousness. They should demonstrate motivation to achieve goals, commitment, and initiative. And of course, they should possess the corresponding social skills, communication, collaboration and teamwork skills. So we realize that at this level we are not just talking, but reacting to our interlocutor in a way that mutual understanding and trust are developed. Empathy is directly related to understanding the interlocutor's emotion.

In a few words, therefore, in the context of empathy we are called to behave to others as they would act towards themselves (Stergiou - Baros, 2003).

Empathy provides the substantial and necessary conditions for:

- Building trust and respect
- Expression of emotions
- Reducing the intensity
- Exchange of information
- Creating a safe environment, which favors problem solving
- Developing tolerance for the different

The presence of empathy facilitates emotional behaviour and inhibits antisocial behaviour in individuals (Jolliffe & Farrington, 2006; López-Pérez et al., 2017). Recent data support that empathy influences levels of aggressive behaviour and bullying (op. cit. in Sapoundzakis, 2018), while a series of empirical studies demonstrate the importance of empathy in the manifestation of bullying phenomena. Jolliffe and Farrington (2006) concluded that empathy facilitates positive social behaviour and discourages antisocial behaviour while Stavrinides, Georgiou and Theofanous (2010), based on the results of the research they conducted on elementary school students, confirm that a lack of empathy causes aggression while its presence limits it. Similar conclusions pointing to the negative correlation between empathy and bullying were also recorded by Kokkinos & Kipirisi (2012) in the context of a related research.

According to Jolliffe and Farrington (2006), students who bully others have lower empathy and are not interested in the feelings of others. In contrast, students with high empathy are able to share or understand the victims' negative emotional reaction to their potential aggressive behavior, which reduces the possibility of displaying or continuing a bullying behavior (López-Pérez et al., 2017 ; Mitsopoulou & Giovazolias, 2015; Jolliffe & Farrington, 2006 op. ref. in Sapundzakis, 2018). In addition, children with developed empathy tend to be more loved by classmates and teachers, and this fondness creates favourable learning conditions, thus better school performance (Goleman, 1997).

It is, therefore, important to create appropriate, well timed educational conditions in order to sufficiently develop the students' empathetic behaviour through targeted interventions; not only will this help to prevent and treat the phenomenon of school bullying, but also promote the students' all-round growth. Such an effort entails a holistic approach that will include all involved

parties - educators, students and parents -, as well as a supportive framework with long-term planning and mutual action. This holistic approach can contribute to increasing the students' emotional capacities, strengthening of vulnerable students' self-esteem and, by extension, to preventing any form of violence.

The workshop proposed below makes use of structural elements of experiential learning, such as (Triliva et al., 2008, Filippou, D. et al., 2010):

- the circle, as a safe place for meeting, communicating, collaborating, creating opportunities for learning and feedback,
- the introductory/warm-up activities to ensure that participants are in contact with themselves and the environment at the present moment, their breath, their emotions, their body, their wants and needs, in order to facilitate group work, as well as the construction of a climate of security and trust,
- the procedure activities, with the aim of discovering creative ways of approaching and understanding problems, the emergence of unconscious thoughts and feelings, self-awareness, the adoption of new ways of attitudes and behaviors and ultimately team development,
- reflection (individual or group), as a dynamic process of observing personal experience which promotes personal growth
- the follow-up activities which include feedback questions, verbal or non-verbal tasks, with the aim of highlighting the learning achievements
- Group coordination, whose main features are: the selection and organization of appropriate activities for the class; the absence of teacher-centeredness; active, non-intrusive listening; students' feedback ; and the maximum use of reflection for the development of meaningful learning experiences.

Learning experience 22: Journey into the world of emotions

Age of the students:

10 - 15

Duration

80-90 minutes

Learning intentions

- To make students recognize and express their emotions
- To make students aware of the emotions they experience in a variety of situations.
- To explore the group's prior knowledge / ideas about empathy
- To promote further awareness and deepening in the quality of empathy, as a life skill and a characteristic of emotional intelligence.
- To raise awareness of the role of empathy in our communication with others and in our lives.
- To encourage students to take personal and collective responsibility in order to improve the emotional climate in the school and family environment.
- To cultivate students' psychomotor skills

Resources

Pens, markers, crayons, A4 or A3 papers, cardboard paper of various colors, presentation paper roll, PC with internet access, color printer

Competences

- cooperation/ collaboration
- raising emotional self-awareness
- recognition of their classmates' emotions
- problem solving and self reflection
- sharing personal emotional experiences
- understanding, trusting, respecting others
- work on their own sense of empathy

Activities

Journey into the world of emotions is an adaptation of a propose activity, called "The silence" in Filippou, D., Karandana P. (2010). Stories to dream about. Games to grow up: Athens: Kastaniotis, p. 219.

Activity 1: "Breathe-Silence-Feel" (Estimated duration 10-15 minutes, depending on the students' familiarity with such activities, their ability to concentrate, external noises, etc.)

This is a simple introductory activity to enable the Ss to focus on the process of working on a new topic, eg Emotions - Empathy.

Objective: Focus on the "here and now" - Awareness - Connection to the main topic

Step 1: Teacher welcomes students by playing music of his/her choice. E.g:)

While the music is playing, students are advised to sit in a circle with their backs straight, with their feet on the ground and their hands resting loosely on their thighs. As soon as they take their place, the music stops. The teacher could say: "Come and enter our magic circle, we sit with our backs straight..... We close our eyes and concentrate for a few minutes on the sounds of the environment."

Step 2: Next the teacher says: "Now let us draw attention to ourselves. Let's get in touch with our breath. We observe our breath coming in and out, without interfering. We just follow it. We stay like this for a while. We listen to the silence that exists within us. Now let us ask our breath to reveal to us our feeling in the here and now. How do we feel right now? Let's stay like this for a few minutes. Let us return to our breath. Slowly we open your eyes. Let's talk "

Questions for further processing:

- Let anyone who wants to share an emotion they are feeling at that moment.
- Is there anything that was difficult for you and would you like to share with us?

Comments:

1. The teacher / facilitator of the workshop participates as an equal member in all phases of the activity.
2. According to the principles of experiential learning, emphasis is put on the need for voluntary expression of students in the circle, which is expected to function as a safe place of expression and participation of all.

Activity 2: "The alphabet of emotions"

Estimated duration: 70-75 minutes

Step 1: Teacher tells students to work in groups of 4-6 members, and asks them to share a number of letters from the alphabet of their language (eg the 24 letters of the Greek alphabet are divided into 4 groups, as follows: 6 letters in each group), to collaborate in order to find and write down emotions starting from each letter. They are also asked to use red pencils for positive and gray pencils for negative / difficult emotions. Each group decides on an emotion that plays an important role in their daily life, and uses mime, freeze, drawing, music, etc to present it to the other groups.

At the end of the activity the alphabetical table of emotions has been produced by the student groups, with two columns: positive & negative / difficult emotions. It is suggested that the table should be put on a visible place in the classroom as students will refer to it later

(Estimated duration: 20-25 minutes)

Step 2: Teacher makes 4 pairs of paper circles of light and dark colors (eg red - gray, light blue - green, etc.) and hands out a pair and some crayons/pens to each student. Students are asked to write down their positive and negative / difficult emotions. They are invited to write as many phrases as they can in each cycle that show positive and negative / difficult emotions, always starting as follows: "I feel joy when... I feel despair when.... I feel anxiety when... »

In this activity, they are encouraged to use the table of emotions produced in the previous

activity.

(Estimated duration: 5 minutes)

Step 3: Next, students are told find their group, looking for their classmates who have the same colored pairs of paper circles. Each member of the group is asked to choose / single out one of the phrases he / she has recorded for each type of emotion and to share an important personal experience that is related respectively to the situation that generates the specific positive and negative emotion. The rest of the group asks questions or comments about what they heard, about something they liked or about something they felt was related to their own experiences. (Estimated duration: 15 minutes)

Step 4: After the end of the activity follows further elaboration and reflection with all the members of the student group. Students are asked to stand in a circle, to enter the center one after the other and to read -without comments- from their notes on the paper circles, the phrases of positive and negative emotions, choosing to close their individual presentation with the word that reflects the emotion they are experiencing more intensely this time. Everyone takes the floor, the moment they want, as soon as the previous one ends. The emotional mosaic / carpet of the classroom has just been created. So are given the opportunity to get to know different aspects of their classmates and to connect with them through shared experiences or shared emotional reactions to similar situations. The workshop will proceed from "I hear how you feel" to "I understand, I care how you feel". (Estimated duration: 10 minutes)

Step 5: The following reflective questions play an important role in achieving the goals of the activity, after the students return to their place.

The teacher / facilitator could say: "I felt more than ever that you "listened" carefully to each other's feelings. Let's all now use our knowledge and experience to see what we have learned from this process, what we are taking with us today. "

Indicative reflection questions:

- What kind of feelings did each of you experience?
- In what situations did you and your classmates feel similarly? What does this mean for you?
- Have you noticed any repetition in the combinations between the event / situation and the emotion aroused? Does this help you in any way?
- What did you learn about yourself and your feelings in this exercise?
- How did it feel to share your feelings?
- How else could you use what you learned outside of the classroom?

(Estimated duration: 15 minutes)

Contributed by

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Chrysanthi Kroustalidou, Language Teacher - RDPSEC

Learning experience 23: I feel- I understand-I coexist

Age of the students:

10 - 15

Duration

150-180 minutes

Learning intentions

- To make students recognize and express their emotions
- To make students aware of the emotions they experience in a variety of situations.
- To explore the group's prior knowledge / ideas about empathy
- To promote further awareness and deepening in the quality of empathy, as a life skill and a characteristic of emotional intelligence.
- To raise awareness of the role of empathy in our communication with others and in our lives.
- To encourage students to take personal and collective responsibility in order to improve the emotional climate in the school and family environment.
- To cultivate students' psychomotor skills

Resources

Pens, markers, crayons, A4 or A3 papers, cardboard paper of various colors, presentation paper roll, PC with internet access, color printer

Competences

- cooperation/ collaboration
- raising emotional self-awareness
- recognition of their classmates' emotions
- problem solving and self reflection
- sharing personal emotional experiences
- understanding, trusting, respecting others
- work on their own sense of empathy

Activities

Activity 1: Getting acquainted with empathy.

Step 1: Teacher says: "Think of a person who you think shows empathy, an empathetic person as we would say. Picture a dialogue with him/her. See their look, listen to their words, the tone of their voice, and remember how you feel near them. Finally, recognize the emotions pertaining to

this communication". (2-3 minutes).

Step 2: Students are invited to share the most important emotional characteristics of this special person with the group, for example: She/he (shows) understanding, compassion, support, generosity, etc, without commenting. The teacher asks Ss to mention only the relevant words and goes on to write them down with the help of volunteering students.

This takes the form of a brainstorm; the words that will be proposed are written on the board or large white paper. According to the principles of the technique used, there is no right or wrong answer. (5-7 minutes)

Step 3: Then the teacher attempts to "read" the collective definition / perception of the group for empathy. For instance, "So our team says that a person who has empathy is characterized by kindness, compassion, understanding, trust... Let's see together, now what the science of psychology still has to add."

It is suggested, if deemed necessary, especially for the older age groups (12 and over), that the teacher makes a short presentation on the scientific approach of the concept, its connection with emotional intelligence, the brain, human behavior etc , which is adapted to the cognitive level of the students (up to 10 minutes)

Step 4: The teacher says: "I would now like you to take some time and look inside yourself, your own feelings. Which of these empathetic people did you just bring here today? What would this change in your daily life? What else do you think is missing from communicating with your classmates, inside and outside the classroom? You have 5 minutes to take notes and complete this activity. "
(5 minutes).

Step 5: Teachers says: "Next I would like you to find your team, to exchange your thoughts on the emotional characteristics that you think are missing from our communication in the classroom. Let me remind you that everyone's feelings and opinions are respected and recorded, without being judged. Finally, after expressing yourself honestly and discussing with each other, make suggestions for each of these characteristics that you will mention in the following form: eg "**If there was** more solidarity in our school, **then I would** not be helpless when specific children beat me and took my jacket ". So, fill in your thoughts, using the words in bold font. (15 minutes)

Step 6: Students are asked to set a place and time to meet with their group outside school and to complete the following task in a two-week period: "Based on your individual records, express your thoughts by choosing one of the following forms: letter to your classmates, excerpt from your imaginary collective diary, song in rap rhythm, poster, audiovisual material, post on the school blog or in any other way you feel it expresses you. Also define how you will make your presentation. Each group will have 5 minutes at their disposal. Do you agree? Would you like to clarify or change something? You are also given written instructions that have just been heard. (up to 5 minutes, if clarifications are requested)

Step 7: The presentations of the student groups follow in the agreed context. Since issues of communication and relationships in the school environment will be highlighted, it is recommended that an open presentation takes place in the presence of the Principal, other teachers, and representatives from each class. Time should be allotted for questions and deeper

understanding. (30 minutes.)

Step 8: After the presentation of each group reflective questions are recommended, so as to elaborate on the issue and enable Ss to take individual and collective responsibility for reshaping the school climate and the interpersonal relationships that define it, in order to build a safe space for fertile coexistence. Such questions could be:

- What have you learnt today about the emotions that your communication creates in the classroom or at school that you had not imagined?
- Do what your classmates have just said relate to your own experiences or concerns, and in which way?
- If you had a magic wand, what would you immediately choose to change in our school to become the "School of Empathy"?
- Name one emotion you would like to eliminate from school life and another that you would like it to dominate?
- After all that you have shared here, as a student at the "School of Empathy" what would you do differently from tomorrow? What would you never do again with your friends?

(20 minutes)

Some ideas to expand on it:

It is worth noting that this activity, like many others, could involve the family. Indicatively, the following additional directive is suggested: "Think, in your free time, which positive emotions characterize communication in your family? Which ones are missing? Which would you like to be more intense? Which would you like to be less intense? You can ask the rest of your family to do the same. Take time to talk about your thoughts together. Is something difficult for you? Is it easy for you to have such a discussion? Identify the changes that will be made in the emotional climate of your family in the coming days and record them, daily for a period of 15 days. What has changed? What remained the same? Arrange a new meeting with the family. Talk about your emotional achievements but also your difficulties, etc. "

It is suggested, before assigning the extension of the above activity to the family, to inform the parents-guardians by letter or in any other appropriate way, as proposed by the ecosystemic approach in all emotional educational programs. Also, after the completion of the fifteen-day period of observation of the family's emotional atmosphere, it is proposed to invite the parents to a meeting and exchange information and views in order to share their experience from the implementation of the activity and reflect on it. Also, a workshop adapted to the parents' needs is recommended so as to sensitize and acquaint them with issues concerning emotional communication, active listening and their children's emotional development and education in general. For this purpose, during the implementation of the Safer program, the parallel emotional education of the parents-guardians is proposed, either by utilizing the school staff or the human resources of the wider school community (trained teachers in group management, psychologists, social workers, other support structures), so that the Safer program is an invitation to enrich the culture of prevention and cooperation in the school community, strengthening the qualities of functional communication and positive interaction between its subsystems (parent, teacher, student).

Activity 2: I give form, voice and taste to the School of Empathy

The groups undertake to "give" voice and face to the School of Empathy, utilizing the gained knowledge regarding the characteristics of empathic behavior of the previous activity. For this purpose, it is proposed to use relevant activities, adapted to the age group of students. In this

light, we hope the following suggestions will enrich your relevant options.

Step 1: Students are assigned a task, as follows:

Group 1: a. "Prepare the "empathy sweet "using your imagination, sense of humor and many "fresh" emotions (Triliva, S, Anagnostopoulou, T., Hatjinikolou, S. (2008). Not better, not worse, just different! . Athens: Guntberg). Follow the recipe template: Ingredients, eg 1 big heart, 1 cup of compassion, 1 cup of mutual respect, etc. and Directions: You get a big heart.... Sprinkle with plenty of compassion You can use the table of emotions you have created. You can illustrate your recipe in any way you can. " b. "Next, for each word-material of the recipe write a sentence that connects it with a behavior that fits, eg Compassion is when

Group 2: "Work in groups and compose a text in which a yard of a school of Empathy acquires a voice, speaking in first person. What does it see happening? What behaviors does it host in its space? What does it hear? What does it not hear? How does it feel? What conclusions does it draw about the feelings of the people in its space? Add anything else you can imagine it would say if it spoke to describe the emotional climate it lives in. "

Group 3: "Make a collage / guide that include behaviors which create an atmosphere of empathy. Alternatively, you can create the cloud of empathy with the digital tools (e.g. Wordle or Tagxedo) you know by capturing words or short phrases that show empathetic behavior and giving it the shape that best fits your image" (digital tools could also be used).

Group 4: "Anger, fear, sadness, anxiety, shame, insecurity, jealousy take power in your school and drive out Empathy. School loses the most precious friend it ever had. Everything changes in school life. The students call a journalist from the online news site "We live together" for help. Get in his/her role. You are the journalist (collective role). Based on the interviews you take from the school staff and students and your own observations, and using your imagination and creative thinking, write your report in order to inform the community about what is happening in this school, since the Negative emotions drove away Empathy. Refer to behaviors during the break or during the lesson. Your report is suggested to include photos, images, and children's proposals for a change of attitudes, in order to convince Empathy to return. Use digital tools if you wish. Students are reminded to use the tables of emotions and empathy that they have all created together. The presentation of their work will take place during the "week of Emotions", which will be organized by the school. Each group will have 7 minutes to present their work in the presence of the students and teachers of the school.

(40 minutes).

Note: In case the time is not enough, its completion is assigned as a team work outside school, within a reasonable time frame.

Step 2: Questions for reflection

- What did you like about the activities you did?
- After completing this "journey", what new did you learn about empathy?
- In what ways do you express it?
- Do you show empathy in your life?
- When do you find it difficult to express it? Why?
- What would change in your family if you all tasted the "sweet of empathy"?

(10 minutes).

Step 3: End of the meeting: "Tell me a word"

- Teacher says: "Let's stand upright in the circle and close our eyes. Let the sound of music travel us. (Orchestral suggested, eg Yanni - Nostalgia,

https://www.youtube.com/watch?v=dE1o_uUXTvo). We travel within us. We meet our feelings, easy or difficult. We recognize them. We focus on the most intense emotion in the here and now. We open our eyes and one by one shares it with the team in one word. " (5 minutes).

- Teacher reminds Ss to fill in the feedback questionnaire of the workshop for both meetings.

(Questions could include: What did you like? What would you like it to be different? Is there something else you would definitely like to share with us? Briefly describe a picture you keep and remember from our meetings about emotions).

(total duration of 4th Activity: 50- 60 minutes)

Resources

- Morris Albert - Feelings, <https://www.youtube.com/watch?v=iW0FVLd-3M>
- Yanni - Nostalgia, https://www.youtube.com/watch?v=dE1o_uUXTvo
- **What Are the Best Ways to Prevent Bullying in Schools?**
https://greatergood.berkeley.edu/article/item/what_are_the_best_ways_to_prevent_bullying_in_schools
- **6 Ways Educators Can Prevent Bullying in Schools**
<https://lesley.edu/article/6-ways-educators-can-prevent-bullying-in-schools>
- **How to Prevent Bullying**
<https://www.stopbullying.gov/prevention/how-to-prevent-bullying>
- **Anti-Bullying Programs in the Classroom: Best Activities for Schools**
<https://positivepsychology.com/anti-bullying-program-classroom/>
- **Preventing Bullying Using Empathy**
<https://www.crslearn.org/publication/the-power-of-empathy/preventing-bullying-using-empathy/>
- **Teach Kindness and Empathy to Reduce Bullying at School and Online**
<https://ripplekindness.org/teach-kindness-empathy-to-reduce-bullying-online-at-school/>
- **The Nordic way to stop bullying**
<https://www.bbc.com/future/article/20220307-the-best-way-to-stop-bullying>
- **2022's Best Anti-Bullying YouTube Videos for Teens and Tweens**
<https://www.bark.us/blog/5-best-anti-bullying-videos-on-youtube-for-tweens-and-teens>

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PEDAGOGICAL TOPIC

HOW TO SPEAK AND PROVOKING DISCUSSION ABOUT BULLYING

This area tries to provoke discussion about bullying from different perspective. It puts in evidence some aspects that, while discussing about bullying, can help the students to take stock of themselves, to find out if there is any behaviour of their own that they would like to change, and to set goals for change. Students can also define the features of a bully-free class and school and can imagine the necessary steps to put them into practice.

Concepts of Well-being, of creating supportive physical and emotional classrooms and school; of how each student can contribute to their own well-being, and the well-being of their class and school ; students can finally work towards making their school a bully-free zone .

Learning experience 26: Bullying and communication

Age of the students:

11 - 14

Notes for the teacher

It is important to emphasise that it is very difficult for the victim to do anything to stop the bullying, other than tell someone about it.

Choose cartoons that are appropriate for your class.

This focus area gives students the opportunity to practise skills to overcome bullying. It is important that they do not practise the negative bullying behaviour, but rather the positive action to overcome it.

Learning intentions

Students will be able to:

- identify the characteristics of communication about bullying
- Discuss about bullying and how to face it

Resources

Copysheet: **Newspaper Articles** or (even better) the students and/or teacher may wish to gather their own examples of bullying from newspapers

Competences

Relating to others; discussing about bullying; analysing bullying attitudes, beliefs and behaviours that contribute to societal conflict and feelings of self-worth and suggesting ways of overcoming these; developing a sense of social justice

Activities

Put students into small groups. Give each group Copysheet: **Newspaper Articles**, or (even better) have them work with local newspaper articles. Invite students to read the articles and to group them under headings such as racism, homophobia, workplace bullying, cyberbullying, disability bullying and physical bullying. Some students may prefer to come up with their own headings. Some articles may fit under more than one heading.

Ask groups to compare their groupings.

Ask: Why do you think people behave this way towards others?
What does it tell you about their values?

What could be done to stop this bullying?

Now ask students to debate the topic **Bullying is so ingrained in our society that it will never be removed completely.**

Finally, ask students to find an example of bullying in a local paper over the next week. They paste this into their journal, say what sort of bullying it is and suggest changes that could stop bullying of this sort.

**Contributed by Maria Rita Bracchini, Fondazione Hallgarten Franchetti
Centro Studi Villa Montesca
Adapted from Bullying-Free NZ by
Bullying Prevention Advisory Group (BPAG), 2018**

Copysheet: Newspaper Articles

Nine-year-old scared of school

Ever morning when she wakes, nine-year-old Angela Stevens begs her mum not to send her to school. School has become a living nightmare as Angela is teased and tormented to the point of despair because of her weight. "Kids sometimes wake up in the morning and say 'I don't want to go to school, I don't feel well', but Angela does that all the time," says her mother Helen.

From the day she started school as an excited five-year-old, Angela has been teased ruthlessly by other children.

During her pregnancy Helen had developed gestation diabetes, which caused Angela to grow bigger than normal babies. Four kilograms at birth, Angela has always been large for her age, but her mother believes she is too young to consider dieting.

Doctors have told the Stevens there is a high chance Angela will develop hereditary diabetes in her teen years.

The shy Oamaru school girl endured years of torment at her first school in Christchurch, and now faces more of the same at Glenarvy School, where she is sick of being called names. She is tired of endless jokes about her weight, and being punched and kicked by older kids.

"It makes me feel stupid. I feel like I'm really dumb," she says, her big brown eyes downcast.

When asked if she hates school, Angela pauses before answering in a soft voice, "I am scared of school."

Copyright courtesy of Woman's Day
21 August 2000

Bullies the bane of workplace existence

Diane breaks into a sweat when she hears someone whistling. Her body stiffens, her heart thumps, her hands go clammy.

It's months since she resigned her job, but the sound transports her right back to that horrific time in the office, her boss whistling cheerily as he approached. What would it be this time, she'd wonder? What would he find to criticise? He'd been on her case ever since he'd invited feedback on a pet project of his and she'd poured cold water on it.

Would he change her job around again? Shorten her project deadline? Tell her that the higher-ups wanted it done differently? Tell her that people had complained about her? Accuse her of being "negative" because she wanted clarification? Chastise her for being late, even though he was often tardy himself? Make fun of her with a curt remark or a roll of the eyeballs?

For a moment, Diane relives the despair, the helplessness, the plunging depression. She remembers the chills and flushes, the insomnia, the tearfulness, the dread, the confusion.

What was she doing wrong? Was she incompetent? Surely not – her colleagues and clients were pleased with her work.

His carping seemed so unfair, but was there a grain of truth there? Sometimes she tried to complain, but taken separately, each incident could seem trivial. Was it her fault? It made no sense. Was she going mad?

No. Diane was the target of what British researcher Tim Field calls "the main, but least recognised, cause of stress in the workplace today": bullying.

Evening Post, Tuesday December 19, 2000

Teen on Bebo hacking charge

By Marty Sharpe

A young woman faced a criminal charge for allegedly hacking into a schoolgirl's Bebo page - an offence punishable by a maximum of seven years in jail.

Police say the prosecution serves as a warning to others who may not realise that tampering with an Internet social networking page carries a stiff penalty.

The prosecution comes after Rachel Boyte, 16, tried to log on to her Bebo and Hotmail pages and was denied access.

"I went to sign into the accounts and they said the password had been changed."

"I had an idea who had done it, but I don't know exactly how they did it," she said.

"It was quite a big deal to me. I lost all my e-mails and quite a lot of private stuff on the Bebo page."

"If it happens to anyone they should let the police know so things can be done about it and people will be aware there are consequences."

"I think it's quite common and people won't know who did it. I know a few people who have had it

happen to them."

Suspecting something was amiss, the Hamilton Girls High School pupil contacted police.

A woman was charged after police made inquiries with the internet service provider. Section 250 of the Crimes Act prohibits intentionally or recklessly damaging a computer system or accessing a computer without authorisation.

Police national e-crime manager Maarten Kleintjes said people who accessed other's internet accounts often did not realise they were committing a crime.

"But ignorance is no excuse."

Mr Kleintjes said the maximum term of seven years' imprisonment for unauthorised access could be extended to 10 years in cases in which the person's actions had endangered lives.

The woman, 19, appeared in Hastings District Court in September, charged under the Crimes Act. She was granted diversion by Police but will not have a criminal conviction if she complies with the conditions imposed by Police.

The Dominion Post Tuesday, 05 August 2008

Too many bullies and liars in workplace By HAYDON DEWES

A THIRD of public servants have witnessed misconduct in the workplace, ranging from lying on timesheets to sexual harassment, theft and abuse.

But only half of them reported it - which a survey commissioned by the State Services Commission says is due largely to mistrust of managers.

The report, by the United States Ethics Resource Centre, says public servants reported high levels of dissatisfaction with how complaints were processed - believing they were covered up or ignored.

It recommends that senior managers "walk the walk and talk the talk" on integrity and conduct.

The Ethics Resource Center surveyed 4642 public servants from 38 agencies for its report. Of the third who had observed misconduct, 18 per cent believed those responsible were breaking the law.

Abusive or intimidating behaviour was the most common complaint, followed by improper Internet or

email use, and lying.

Staff reported age, gender and ethnicity discrimination, sexual harassment, alterations to documents, accepting inappropriate payments or perks, theft, and falsifying records.

Though most employees knew of written standards of integrity and conduct, almost half did not know how to make confidential reports about misconduct.

Only a third knew of the "whistleblower" provisions in the Protected Disclosures Act, which offers legal protection to those who report indiscretions.

Stat Services Commissioner Mark Prebble acknowledged more work was needed "in terms of our report following up, leadership and communication".

"These surveys will from time to time highlight issues that we need to address, and we can't afford to pretend otherwise."

The Dominion Post, Friday 12 October 2007

Teens arrested over 'trophy' video

TWO NEW ZEALAND teenagers have been arrested after allegedly beating a 16-year-old so they had footage to post on the internet as a "trophy".

Hastings police youth services coordinator Sergeant Dave Greig said the alleged assault took place on March 30, and police were told last week that footage had been posted at the YouTube website.

Two boys, aged 14 and 16, who went to the same school as the victim, had been arrested and were due to appear in court on Friday. Other arrests may follow, he said.

He said the incident was particularly alarming because it appeared the perpetrators had specifically arranged the assault, in front of 20-30 children, to post a "trophy" online.

"This is the first incident that I am aware of where

it was specifically arranged then recorded then posted. It appears to have been posted for two reasons. One to give the offenders some notoriety or street cred ... but more importantly to humiliate the victim," Greg said.

"We have been able to establish that the whole thing was premeditated. That basically it was always intended that it would be videoed. It was always intended that it would be posted on YouTube," he said.

The 16-year-old victim suffered cuts to his mouth and bruising but had not contacted police about the alleged assault because he was too scared of the ramifications.

During the police investigation it was learned other school children were distributing violent footage from YouTube, Sgt Greig said.

April 18, 2007 AAP

Note: The youngest boy was sentenced to 6 months supervision. The older boy was ordered to carry out a Supervision with Activity Plan based around a proposed apprenticeship. A third boy had to complete an intensive family group conference plan.

'NO ONE HELPED'

Two 13 year-old girls claim they were dragged along Levin's main street by the hair after being kicked and beaten in the women's toilets by a group of about 20 drunken teenagers without anyone intervening, the woman who eventually rescued them said yesterday.

Victoria Harper and Chantelle Wallace told of their hour-long ordeal on Wednesday that left them so battered and bruised they had to spend a night in hospital.

The assaults were part of a violent week for Levin that prompted calls from police and community leaders to work together to tackle teenage gang violence.

On Sunday, 14 year-old Ben Oxnam was beaten unconscious by at least two youths who stole his skateboard. Later that night a Levin girl was

assaulted by two 15 year-old girls.

Leanne Walsh said yesterday that she was driving through Levin on Wednesday when she saw a girl, in the middle of a group of teenagers, kicking and punching another girl who was lying huddled in a corner.

Mrs Walsh stopped and called police from a nearby shop. A little later as she was driving away, she saw Victoria and Chantelle running away from the group and she stopped and picked them up. It was then that she was told the girls had first been beaten at the public toilets a block away.

Mrs Walsh said she was horrified that the attack could occur in daylight without anyone doing anything. "I find that scary, that people would turn their heads and close their eyes."

The Dominion Saturday October 7 2000

Learning experience 27: Taking stock of myself

Learning intentions

Students can:

- identify behaviour they want to change
- set and work towards personal goals.

Resources

Copysheet: **Could You Sometimes Bully Other People?**

Copysheet: **Friendship Flag**

Activities

1. Looking at ourselves

Ensure that students by now understand that everyone has a responsibility to do something to make sure that bullying doesn't occur. Sometimes we need to look at ourselves to make sure we are not behaving in ways that do nothing to help stop bullying.

Give each student Copysheet: **Could You Sometimes Bully Other People?** Explain that this is a personal activity and they do not need to share it with anyone, unless they want to. They should be honest.

While this is basically a fun exercise, and should be treated as such, students will end up thinking about bullying in relation to their own behaviour. This kind of self-examination is the beginning of the process of change.

2. Friendship flag

Hand out Copysheet: **Friendship Flag**. Students cut out the flag, fill in the necessary information and decorate it.

The completed friendship flags could be taken home and shared with the family.

**Contributed by Maria Rita Bracchini, Fondazione Hallgarten Franchetti
Centro Studi Villa Montesca
Adapted from Bullying-Free NZ by
Bullying Prevention Advisory Group (BPAG), 2018**

Copysheet: Could You Sometimes Bully Other People?

Could **You** Sometimes Bully Other People?

For each question circle the answer (a), (b), or (c) that you think best applies to you. Be honest!

1 Someone has made you cross.

Do you:

- a Hit or kick them
- b Take a walk to cool off
- c Shout at someone else to make you feel better?

2 You get left out of a game because too many people wanted to play.

Do you:

- a Go away and do something on your own
- b Sulk and say you won't ever play with them ever again
- c Start a game with some other people?

3 You always go round with the same group of people.

Do you:

- a Always make the group do what you want to do
- b Sometimes decide what the group will do
- c Refuse to join in if you don't get your own way?

4 You see your friend being bullied.

Do you:

- a Go and help
- b Pretend you don't notice
- c Laugh with everyone else?

5 There is a new kid in your class. He comes from somewhere overseas and speaks in a funny way.

Do you:

- a Stay well clear of him
- b Make fun of the way he talks
- c Try and be friendly?

6 You get a text message saying nasty things about someone in your class.

Do you:

- a Send it on to others
- b Delete it and tell the sender this is wrong
- c Delete it?

7 Lots of people are giving someone in your class a really hard time. Do you:

- a Try not to get involved
- b Join in so they don't pick on you
- c Tell the teacher?

8 Your little brother is very proud of the drawing he has done.

Do you:

- a Make fun of it
- b Say you think it's great
- c Not bother to look?

9 This little kid walks to school your way. You can tell she's frightened of you.

Do you:

- a Smile and say hullo
- b Ignore her
- c Give her something to be frightened of?

10 Your friend has a new bike.

Do you:

- a Insist on riding it, although you know they don't want you to
- b Ask if you can have a turn
- c Sulk if you aren't offered a ride.

Score

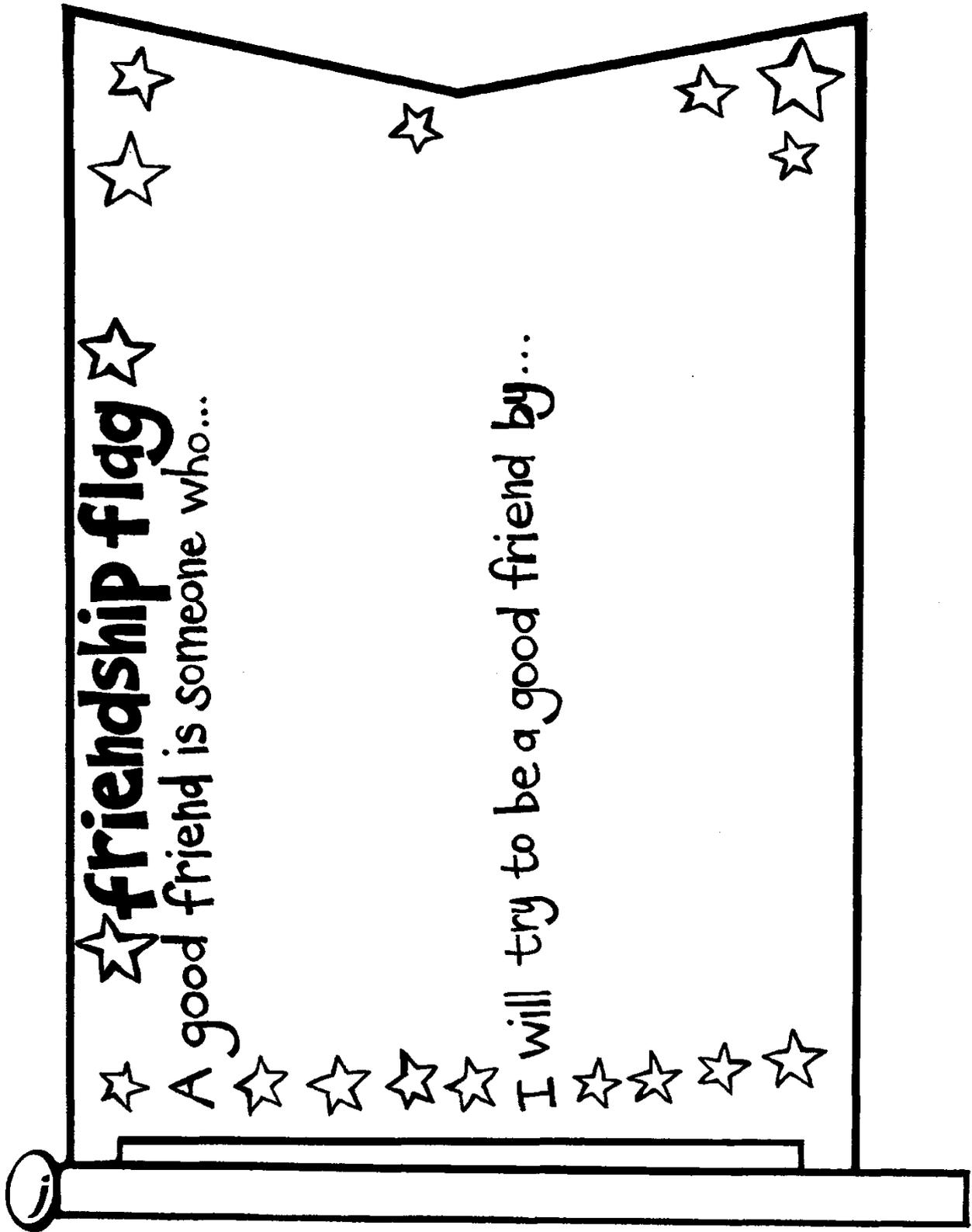
- 1 (a) 0, (b) 2, (c) 1
- 2 (a) 1, (b) 0, (c) 2
- 3 (a) 0, (b) 2, (c) 1
- 4 (a) 2, (b) 1, (c) 0
- 5 (a) 1, (b) 0, (c) 2
- 6 (a) 0, (b) 2, (c) 1
- 7 (a) 1, (b) 0, (c) 2
- 8 (a) 0, (b) 2, (c) 1
- 9 (a) 2, (b) 1, (c) 0

Add up your score.

If you scored lots of 0's you might be bullying other people quite a lot of the time. You might like to try thinking before you act, and respecting other people more.

If you got lots of 1's, you might not be bullying other people, but you are not doing much to stop bullying. You might like to try thinking more about how other people think and feel.

*If you scored lots of 2's you don't bully other people at all. In fact, you make a point of getting on well with people. **Well done!***



☆ **friendship flag** ☆

A good friend is someone who...



I will try to be a good friend by...



Learning experience 28: A bully-free school

Learning intention

Students can work towards making their school bully-free.

Resources

Copysheet: **Submission**

Activities

- Ask:
- Is there bullying in our school?
 - Are all five types present?
 - Which types are most common?
 - Where does it mainly take place?
 - What can we do about it?

Divide students into groups. Ask each group to come up with a set of simple playground rules or guidelines that they think would stop bullying in the school. Encourage them to state these rules in positive terms, rather than as negatives – for example, **Don't be mean to others** becomes **Treat others with respect**.

Each group reports back and a class list is developed.

- Ask: What do you think should happen if these rules are broken?

Finally work with the class to develop a submission to be sent to the principal.

Copysheet: **Submission** shows a possible format.

**Contributed by Maria Rita Bracchini, Fondazione Hallgarten Franchetti
Centro Studi Villa Montesca
Adapted from Bullying-Free NZ by
Bullying Prevention Advisory Group (BPAG), 2018**

Copysheet: Submission

Submission to _____ of _____ School
(Name of principal) (Name of school)

Class: _____
(Name of class)

This is a submission to the Principal about our proposals that we think are necessary to make our school bully-free. This is the wish of the majority of the class.

We feel strongly enough to present this submission to the Principal for further action. We would be happy to give more information and help in any way we can.

The suggestions are the following:

The advantages of these ideas would be:

- 1
- 2
- 3

Signed by the class below.

Witnessed by:

(Teacher)

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